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ABSTRACT

Aimed at retired persons, employers and potential employers of senior volunteers, and students of gerontology, the book examines the Older Volunteer Project of the Ethel Percy Andrus Gerontology Center, University of Southern California, 1973-75. The 40 Andrus volunteers were between 49 and 78 years old, generally highly educated, with 66% having held professional jobs. The project demonstrated how retired adults can enter an organization that employs mostly paid, non-retired personnel, generate work, and gain acceptance in that work setting. Offering historical flashbacks, and discussing principles, procedures, and participant reactions, chapters include: (1) "Here We Are Now", describing the project's progress, with volunteer comments; (2) the Worker/Volunteer, giving a profile; (3) The Setting, discussing the volunteers' adjustment to the Center and the Center's adjustment to them, with volunteer comments; (4) The Work (Tasks), tracing task development, with volunteer comments; (5) New Roles for Senior Volunteers in Organizations, presenting an adaptable model for older volunteer program organization; and (6) Utilization of Older Volunteers in Organizations: Issues and Potentials, reviewing key issues. Appended material includes: 12 tables and 7 figures presenting data on volunteers and the project; 2 reference lists; and, a subject index. (LH)

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RELEASING THE POTENTIAL OF THE OLDER VOLUNTEER

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Preface

Realizing the Potential of the Older Volunteer is written for a variety of readers. First, retired persons and those about to retire will glean from the experience of the Andrus volunteers clues about what to look for in work that is both personally satisfying and that contributes to society through the organization which affords the work opportunity. Second, employers and potential employers will learn both the benefits of employing senior volunteer and quasi-volunteer personnel and the costs of tapping this resource. The potential benefit to institutions of higher education is highlighted since the demonstration reported here took place in one. However, the principles and procedures for developing senior volunteer personnel can be applied in other kinds of work-settings that employ mainly paid, non-retired workers. Third, students of gerontology, voluntary action, personnel management, retirement planning, social psychology and other disciplines interested in either the theoretical or practical aspects of work in later life will find both a first-hand account of the case studied and reference to the research[1] that accompanied the demonstration.

The format for this monograph reflects the conceptual framework that guided the exploratory research conducted simultaneously with the demonstration. Core components that can result in individual voluntary action were identified; namely, the senior volunteer workers themselves, their tasks, and their work-environment. Within the organizational boundary that limited the case selected for study, factors that differentiate senior volunteers from others in the organization were studied for their effect upon the core components. These factors included the retired and unpaid status of the volunteers, and organizational practices that apply differentially to senior volunteer personnel.

The Andrus volunteers showed how retired adults can enter an organization that employs mostly paid, non-retired personnel, generate work, and gain acceptance in the work-setting. The story of their experience, told by the volunteers themselves, is both unique and universal. It is unique in that certain individuals selected a particular work-setting and performed specific tasks during a particular span of time. It is universal in that these individuals, their tasks and their work-

[1] For a report of the research see *Older Volunteer Project: A Study of Senior Volunteer Personnel Development, Report, September 1, 1973 - August 31, 1975,* by Mary M. Seguin, Project Director; and the monograph on the research (in press).

environments resemble other workers, work, and work-settings in explicit ways. As the similarities and differences between the case described here and others reported in the literature or experienced by the reader become clear, generalizations can be made so that when they are applied in other situations retired persons can find and continue in rewarding work in organizations.

The life-course of the Andrus volunteers is similar to that of other Americans born about the turn of the century, who became young adults in the Great Depression, middle-aged in World War II, and now as senior adults are retired from the work-force and child-rearing, and live independently in the community in relatively good health. Although the Andrus volunteers have higher levels of education, income, and occupation than most older adults, their socioeconomic status is similar to other volunteer leaders. Since the Andrus volunteers are similar to their age peers and to volunteer leaders, from their experience other senior volunteers can find good ideas to adapt and pitfalls to avoid in their volunteering efforts.

The work-setting which the Andrus volunteers entered was similar to other settings in which the established personnel is composed of paid, non-retired personnel. Senior adults could not easily have been denied access to work in an organization whose avowed purpose was gerontology, however. The organizational policies and procedures governing personnel and the allocation of other resources were similar to those of organizations which also employ paid, non-retired workers. The Andrus story of mutual accommodation of retired and non-retired personnel and of paid and unpaid workers in the one university setting can have many counterparts in different kinds of organizations.

Tasks performed by Andrus volunteers appeared to be similar to tasks that help to accomplish the purposes of any organization. There were, however, subtle differences in the way that the work was undertaken. The senior volunteers expected non-economic rewards from their work; whereas, the paid, non-retired personnel expected both economic and non-economic rewards. The senior volunteers, latecomers among Andrus Center personnel, had to generate tasks and functions that would result in their receiving non-economic rewards and would not encroach upon the economic reward system established in the organization.

This story of the senior volunteers in the Andrus Center is part of a larger effort to learn how senior adults function as volunteers in organizations and to increase their opportunity to engage in tasks that are both personally satisfying and that contribute to society.

The Older Volunteer Project, funded by the Andrus Memorial Foundation and sponsored by the Andrus Gerontology Center, University of Southern California, began a two year period of research

and demonstration September 1, 1973. First, there was a period of exploration in the field that resulted in the selection of two field study sites (The Andrus Gerontology Center, itself, and The Shepherd's Center, Kansas City, Missouri), and modification of the initial research design. In order to proceed with the research, the demonstration was then launched in the Andrus Center to develop a cadre of senior volunteers with knowledge and skill in the administration of senior volunteer personnel and program. Concomitantly, research materials and methods for gathering data at both field study sites were prepared, and data were collected. A description of the analysis of the data and a presentation of the findings are contained in this monograph and the report and research monograph referred to above.

This phase was preceded by a search of the literature on older volunteers (January - June 1972). A position paper (Seguin, 1972) culminated the literature search. This paper was used by the experts who attended a workshop on aging and voluntarism, sponsored by NRTA/AARP and the Andrus Gerontology Center, and held in Washington, D.C., November 13-15, 1972. The workshop, led by Mr. Bernard Nash, produced suggestions for demonstration and research on the older volunteer. They are summarized in the proceedings. (Seguin, Ed, 1972).

The senior volunteers who pioneered in the Andrus Center describe their experiences, their satisfactions, and frustrations in the chapters that follow in order to encourage others, both senior and younger adults, to involve themselves in the mainstream of community life through volunteer work in a variety of organizational settings. The objective is to locate the natural leadership talents that are widespread among retired adults and to challenge them to contribute their knowledge, skill and experience in order to discover ways to increase the options of retired persons to do meaningful work.

Mary M. Seguin, D.S.W.
Director, Older Volunteer Project

"We are in great measure the architects of our added years. It may not be in our power to arrange for ourselves good living quarters, a decent wage; but it is within our power to enrich our later years by maintaining wholesome personal contacts with our fellows and by using our leisure in some useful activity."

— Ethel Percy Andrus

Foreword

It is a rare occasion when one looks with anticipation to writing an introduction to someone else's publication. This is one of those occasions.

The Older Volunteer Program of the Ethel Percy Andrus Gerontology Center reflects that very integration of old and young, research and practice, paid and volunteer which the field of gerontology has long claimed as its "raison-d'être."

The pages of this monograph do not only represent the recent work of many older persons; in a truer sense, it is a culminating effort of many lifetimes encompassing a plethora of experiences.

When the volunteers requested to produce this document, we were acknowledging the words of our youngest and late President: "Ask not—". This group has given far more than it requested as it sought to intertwine its interests and expertise with those of the Center staff. The monograph documents the process they followed, the goals they achieved and the marks they have left on all with whom they came in contact.

The Older Volunteer Program forms an invaluable link between the University, the Center and the community. The link is vital if the Gerontology Center is to carry out its commitment to the immediate neighborhood as well as the larger aging community.

I trust you will find the information contained in the following pages to be not only interesting and exciting, but of invaluable utility as you seek to work with and for older adults.

A great deal of appreciation and thanks must go to all those individuals who labored so long and untiringly on this monograph: to all of the volunteers whose names appear below; to the Publication Committee of the Older Volunteer Project listed on the title page and to Edna Manuel who typed the manuscript; to the Publications Division of the Center, Richard H. Davis, Ph.D., Director, and Richard Bohen for their assistance and advice.

September 1, 1973 – August 31, 1975

Amelia Ascherman
Edna Aukerman
Minnette Babasin
Viola Berton
Julia Carpenter
Vera Casale
Barbara Colbert
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Walter Sully
William Wathen
Charlene Wharton
Norman Yarus

Paul A. Kerschner
Associate Director
Community Programs

Introduction to our story; description of setting in which we developed; content of this monograph; voices of experience.
Andrus Center Volunteers

1

"Here We Are Now"

AN HISTORICAL FLASHBACK

The usually talkative volunteers who gathered around a large conference table in Andrus Gerontology Center suddenly grew quiet. It was an important moment — a time of satisfying culmination and a time of pleasurable anticipation of the future. Our chairman since the inception of the Older Volunteer Project graciously spoke of the progress realized in the past two years as she passed the gavel to her successor. Enthusiastic applause greeted them and the other newly elected officers. Continuous progress seemed assured!

Unexpectedly, the distinguished Director of the Center accompanied by the Associate Director of Community Programs, arrived with an appropriately inscribed cake and words of high commendation for the completion of the first biennium of volunteer service. He grinned with approval as service certificates were presented to volunteer leaders for varied activities including publication of the Newsletter, conduct of many Center tours and direction of the Speakers' Bureau. Feelings of intense satisfaction in achievement, of mutual respect between volunteer and staff member and of shared realization of the Center's goals and program were reflected on each face. Strong, cooperative effort to change the image and role of senior citizens had been recognized!

THE SETTING

The action just described occurred in the handsome building which houses Andrus Gerontology Center of the University of Southern California. A Gerontology Center was established in 1964 for the purpose of creating a special environment for training and research in human development and aging.

In 1971, the Center was re-named the Ethel Percy Andrus Gerontology Center in honor of the founder of the National Retired Teachers Association and the American Association of Retired Persons. Association members contributed generously toward the construction of a new facility opened in 1972. This beautiful building, designed by Edward Durrell Stone, includes laboratories, lecture and seminar rooms, auditorium and administrative offices.

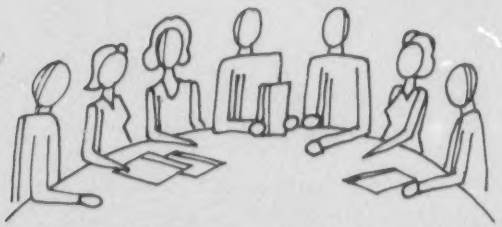
Andrus Center now consists of the following components:

1. The Research Institute initiates, designs and executes research on the many phases of aging, and provides for graduate and post graduate training in the biological and social sciences.
2. Community Programs is directed to the application and demonstration in the Los Angeles Community of the Center's research and training efforts in various aspects of aging.
3. The Leonard Davis School of Gerontology provides a curriculum for the undergraduate and graduate education and training of professional personnel to meet growing needs in the expanding field of aging. Continuing Education is another important function of the School.

OUR STORY

This monograph describes the evolvement of a successful older volunteer program at Ethel Percy Andrus Gerontology Center in the years 1973-1975. It aims to tell the story of beginnings, early struggles and eventual achievements of a unique volunteer project sponsored by the Andrus Memorial Foundation under the guidance of Dr. Mary Seguin, Project Director. In the language of representative

volunteers themselves, the exciting story of forty older men and women who came to the Center to give service is described. Possessing varied past experiences and expertise these seniors were drawn to the research/training institution with high motivation to do something worthwhile in their retirement years.



Volunteers meet regularly every Wednesday

The first chapters of this monograph include narrative descriptions of the project's progress, a profile of its members, listings of principles which underlie the successful meeting of volunteer, setting and tasks, some illustrations of typical procedures in the developmental process, basic issues and a recording of volunteer/staff voices speaking of the mutual experiences. Chapter V presents the model for organization of an older volunteer program in any type of organization. Dr. Mary Seguin, DSW, describes the development of the Andrus Center Volunteer Project and draws from it generalizations which may apply to similar programs. She delineates principles concerned with the worker, setting and tasks which are universally applicable. Appropriate references are drawn from literature in the field. Chapter VI concludes this book with a review of key issues and potentials inherent in the use of older volunteers in organizations. An appendix presents statistical data, organization charts, etc. relevant to phases of the research described in the chapters.

VOICES OF EXPERIENCE
(Heard at final Volunteer Meeting of the year 1974-1975):

First Chairman of the Older Volunteer Project

"It has been such a pleasure to me personally during this past year and a half to have seen us grow from 2 or 3 individuals, wondering whether there was any place for us as retired professionals in such a center as 'Gerontology', to — well, look at us now! Boasting, yes! But I feel in a boasting mood! We have cause to boast! I'm so very proud of us!"

Educational Opportunities Chairman

"May I read you some comments from the evaluative questionnaires of our experimental class for retired professionals? Here are three illustrative ones —

'Other programs I have known about tend to be more oriented to specific subject matter. The nature of this group, which allows class members to assist in determining areas of emphasis, should be preserved.' (participant)

'Greatest value was in helping me to keep my wits sharpened. Living alone, one does not always have someone to talk with. Also the group brought out the best in each and stimulated one to think. Got one out of a rut!" (participant)

'Please, may I announce to our NRTA Chapter you will be giving this class next year!' (Editor, San Fernando Valley Chapter, NRTA Newsletter)."

Tours Chairman

"May we tell you that we have conducted 486 persons through the Center in the last five months! We had thirty-one scheduled and seven non-scheduled tours."

Speakers' Bureau Chairman

"Eleven of us have told the story of the Gerontology Center and of the Volunteer Project to twenty-four groups in the community since February."

Newsletter Editor

"Today our Publications Team is particularly pleased to present the tenth issue of *Volunteer News* for this year. You will notice we have expanded our usual four-page bulletin into eight pages because we wanted to present photos showing our volunteers at work throughout this year. The additional articles in this expanded issue also express our pride in this program."

Faculty Member

"Volunteers are Andrus Center's symbolic population, our senior clients and what we're about. By their presence here, the circle of Andrus goals — research, training and community projects is closed. Involved as volunteers are in furthering all three phases of the Center's work they are the glue that cements the pieces together."

Visiting Educator

"Thank you so much for the excellent program and tour which you arranged for our *America in the Year 2000* class last Friday. Your efforts added greatly to the class' knowledge and understanding of aging. Please express our appreciation to Dr. Davis and tell him we particularly enjoyed seeing *The Silver Ghetto.*"

Graduate Student

"Could some of you help me with just one more research questionnaire before you leave for summer vacation? I need the judgment of about ten of you on the definition of a 'wise' person for our psychological research project."

Volunteer Member of Adult Counseling Group

"Ten members of our Older Volunteer Project will be involved in an intensive peer counseling seminar this July. Our training program is being funded by the Andrus Memorial Foundation, and is jointly staffed by members of the Los Angeles Chapter Suicide Prevention Center and the Andrus professional staff. As a member of the seminar, I anticipate gaining much useful knowledge for the new task of peer counseling I'll be doing here next fall".

Profile of Andrus volunteers; principles of motivation for volunteering; procedures in recruitment, orientation and placement of volunteers; summary of issues; voices of experience.

2

The Worker / Volunteer

HISTORICAL FLASHBACK: A Volunteer Profile[1]

As membership in the Older Volunteer Program at Andrus Center developed from four to forty persons, it became evident that the volunteers were like and, also, unlike volunteers in other organizations. Carefully recorded statistical data portray an interesting profile of the men and women who were attracted to this research and educational center. Statistics on such factors as age and sex, socio-economic status, health, attitudes, etc. depict these older persons as comparable to those already described in the literature of the field and also as somewhat unique to this program.

Andrus Center volunteers are generally older (average age — 67 years) than other volunteers. Their ages span from 49 to 78 years old. Approximately one-third of the group is age 65 and younger, while a slightly larger proportion of volunteers are age 71 and older. (Table 1). Women (82%) outnumber men (18%). Among the group, 90% are Caucasian; 10% are Blacks. Two thirds of them are single at this time, but 84% were married at some period in their lives; 16% have always been single. (Table 2). Unlike younger volunteers, these older persons have no children of school age.

[1] Tables 1 — 12 listed in Appendix A. For further detailed statistics see (Mary M. Seguin, *Ibid*), pp. 20-38, 78-100, 119-137.

Since they are of retirement age, 80% of the volunteers are not employed and 20% are employed part-time only. Their average monthly income (derived from pensions, etc.) is $858. They represent persons from varied income levels but, in general, are financially better off than the average retired individual. The majority are homeowners.

In general, Andrus volunteers comprise a highly educated group: 95% have had some college experience; 53% have attended graduate school. (Table 4). Many of them are alumni of the University of Southern California. In their major life-time occupations, also, they were different from the usual volunteer in that 66% of them held professional roles. Nearly three-quarters of the group were employed in the field of education. (Table 5).

Like many other volunteers, the Andrus members have given previous volunteer service (women — 84%, men — 71%). Largest percentage of activities reported by volunteers were social and civic organizations (46%). Others were in church, humanitarian assistance, political, professional, social and artistic. (Table 6). They have aligned themselves with local, state and national organizations for retired persons: AARP (59%); NRTA (46%); RSVP (28%). (Table 7). Volunteers who served the Center were called either administrative or service volunteers. An administrative volunteer generally took a leadership position, but the line drawn between administrative and service volunteers was not exact. Seventeen of the forty volunteers whose hours were logged were termed administrative volunteers.

Andrus Center volunteers report that their physical and mental health is superior to that of persons of the same age; 90% say that their health is better than that of their peers: 61% report "excellent health"; 29% report "good health": (Table 8). They believe their mental outlook is "excellent" (69%) or "good" (28%). (Table 9). In their attitudes toward aging, 62% see older people as "no different from other ages" and 68% believe older people are fully capable of "new adjustments". However, more than half (53%) see older people as differing from each other in the factors already mentioned.

A high emotional component is observed in the decision of these men and women to give volunteer service. A majority (71%) view voluntarism as more enjoyable than other activities. Their reasons for involvement include: "helping others" (72%); "meeting and being with people"

(72%); "making good use of spare time" (54%); "learning about society" (33%); and "keeping professional and other skills alive" (51%). (Table 10). Group members have clear perception of the goals of the Center: "conduct research on aging" (58%); "education and/or training in the field of aging" (32%); and, "offer community service" (23%). (Table 11). Further, they are acutely aware of the goals of the Volunteer Program: "promotion of goals of the Center and assist and support Center" (64%); "make better world for older persons" (18%). (Table 12).

Data of the Older Volunteer Program, then, constitute a profile of a healthy, well-educated and skilled older person who, in retirement, is continuing a lifelong pattern of volunteer involvement through service at Andrus Center. This person clearly perceives both the goals of the volunteer program and those of the institution. He is optimistic toward life and volunteering.

PRINCIPLES

The experiences of older volunteers in building meaningful roles for themselves in the setting of Andrus Gerontology Center revealed a number of basic principles. Those related to the Volunteer (worker) are as follows:

- Older persons may reaffirm the value of their lives through voluntarism. It provides an opportunity to regain a sense of self-worth and independence after retirement has put them in a lowered socioeconomic status.
- A retired person will take responsibility and continue in volunteer work if it satisfies his psychological growth needs. Psychological benefits which voluntarism can give him include: (a) opportunity for accomplishment, contribution to society, and commendation for achievement, (b) motivating work which elicits his creativity and sense of responsibility, (c) personal growth. Strong work motivation in older adults arises from satisfaction of internal needs.
- Volunteer roles are particularly appreciated if they can be seen to help the institution reach its goals. Motivation is not solely a characteristic which the older person brings with him, but rather the interaction of the older person

with the institution in which he can volunteer. Those who accept volunteer roles must receive clear messages from other members of the organization that they are needed and wanted.

- A mixture of altruism and self-interest constitutes motivation for most volunteers. Still, whatever the feelings that prompt them, these persons must be welcomed and respected.
- Like the paid worker, the unpaid volunteer has need for a tension-reducing environment in order to avoid psychological pain.
- The opportunity to choose different types of roles, involving differing demands on time and energy, must be offered to older persons considering volunteer service.
- First time volunteers need sufficient time to learn about roles; explore varying kinds of positions; perceive work rewards; decide whether to continue or terminate. Seasoned volunteers often feel confident to assume leadership positions.
- Persons who engage in a wide range of activities prior to retirement tend to engage in many activities (including volunteer roles) after retirement. Further, they tend to be better satisfied with life.
- Volunteering takes a certain amount of self discipline.
- Willingness to structure his free time, his energy and his allegiance comes primarily out of the feelings of satisfaction a volunteer finds in the service he gives. His incentives arise out of the content and context of his volunteer work.
- Volunteers are like other persons in that they like to be associated with their age-related peers. Volunteers who are close to the retirement transition period (five years either side of retirement) find themselves at a critical "topping" time of life and particularly enjoy working with other persons of the same age.
- Interpersonal relations among older volunteers bring them mutual support. Esteem needs of recognition, appreciation, and self-fulfillment, are met by interaction with peers.
- A disproportionate number of older women as against older men are attracted to voluntarism. The reason is not completely clear.
- The higher the health assessment by the volunteer, the higher the amount of time he will invest in volunteering. Energy and physical and mental status must be taken into account by both the volunteer and the organization.

PROCEDURES

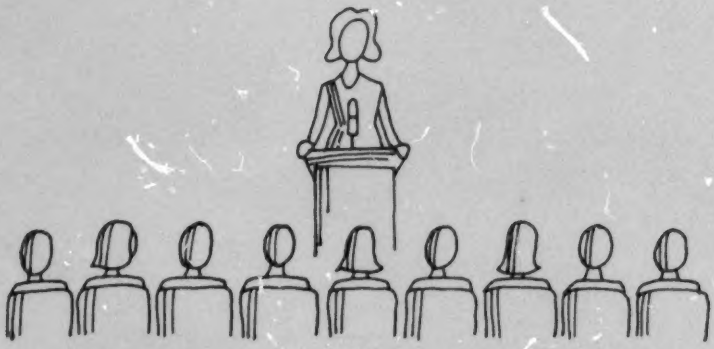
Recruitment, Orientation and Placement of Volunteers

Recruitment: Older persons are recruited for the Older Volunteer Program in a number of ways. Frequently, men and women 'drop' into or telephone the office because they have heard about the volunteer program. Others are motivated to join the group when members of the volunteer Speakers' Bureau describe the program at meetings of NRTA/AARP, Andrus Auxiliary, senior citizens' centers, various clubs of retired persons, etc. The *Volunteer News* (monthly bulletin of the Andrus Volunteers) is another strong recruitment vehicle.

Orientation: Proper induction of persons interested in the volunteer program is considered to be of major importance. The initial motivation of older persons to give volunteer service must be encouraged and strengthened by their welcome and orientation to the group.

An individual interview is scheduled for each prospective volunteer with either one of the staff members or the Personnel Development Chairman. At this person-to-person conference he is warmly greeted and given much opportunity to tell of his interests, goals and any skills or abilities which he will bring to the volunteer program. He is given a description of the Older Volunteer Program with particular emphasis on the array of tasks in which volunteers are engaged. It is emphasized, however, that he is free to bring his own suggestions for other ways in which he may contribute to the goals of the Center. Further, the program's flexibility to meet his energy needs and time commitments is pointed out. He is given an application blank to complete and is invited to return for the general orientation session and/or the weekly meetings of the volunteer group.

The group orientation session is presented at the beginning of each school semester. Written invitations are sent to all prospective volunteers to come to the Davis Auditorium of the Center for this meeting. The morning's agenda includes introductions and presentations by staff members and officers of the volunteer group, and a welcome from a professional member of the Center. A film, "Dedicated to Serve", which tells the story of the Andrus Center and Andrus Memorial Foundation, is shown. Additional information on the Older Volunteer Program is



Volunteers formed a Speaker's Bureau to give presentations to groups in the community

presented and an attractive portfolio, describing many facets of volunteer service, is distributed to each visitor. Parking permits to the University grounds and mileage reimbursement books are other materials given to those who have indicated determination to be volunteers. Finally, a brief tour of Andrus Center concludes the orientation morning.

Placement: New volunteers are encouraged to think of their first month in the Volunteer Program as a period of continuing orientation. They are urged to attend the bi-monthly general meetings of the group and meetings of varied volunteer committees on alternate Wednesdays of the month. At the conclusion of this period, the new members are requested to make a tentative commitment by choosing one committee on which to serve. It is explicitly mentioned that the first committee choice may be changed and another — or others — selected until the volunteer feels content with his selection. All new members are requested to attend the volunteers' general meetings at which reports on team progress are made and policy set.

ISSUES

How can workers who have been conditioned to equate work with pay be reeducated to accept unpaid work for the satisfaction they can obtain in doing the work itself?

How can retired persons who equate retirement with loss of worker role learn to perceive volunteer work as affording opportunity to continue or regain a worker role?

Is money payment for work a status symbol which prevents some people from taking volunteer work? Is this element particularly relevant to male workers? What types of satisfaction/rewards may be realized by new volunteers?

Will persons on fixed incomes feel able to give freely of their services? If organizations provide compensation for out-of-pocket expenses to such persons will it ease acceptance of volunteer work for them?

How can retired persons structure their time in an organization to include a volunteer role that is both rewarding and not too demanding?

Can volunteers feel secure while adapting to change in a dynamic organization? Can they adjust their services to such an organization as its goals and needs change?

VOLUNTEER VOICES OF EXPERIENCE

"I cherish the opportunity to help change attitudes of society toward older people."

". . . . . the challenge of making a significant contribution."

"Gratification of a sense of service; continued mental stimulation; opportunity for continued development of interests and abilities; chance to become well acquainted with this fascinating field of gerontology."

"To serve well where needed."

"To continue activities; utilize abilities; to be stimulated; to keep abreast of new thinking."

"To understand the purposes of the Center; to carry out assigned duties promptly and reliably; personal satisfaction in serving senior citizens."

"I am allowed to choose what interests me and am allowed to give input; also to choose my own time limits. Anything else would be too much like the confinement of paid employment. Freedom of choice is the most important part of volunteering, in my opinion."

"I can choose tasks that are stimulating, challenging and people-oriented."

"Interaction with other human beings is the only worthwhile activity for me!"

"I have worked all my life and feel fulfilled only when doing meaningful work."

"I am trying to find a 'second career'; I'm searching for new avenues!"

"To be 'where the action is' in an increasingly important field of knowledge and endeavor: gerontology. Mental stimulation, opportunity to be of help to my fellow senior citizens, personal growth."

"To help change society's attitude toward aging; to be of use."

Our beginnings as a research/demonstration project in Andrus Center; development of tasks and leadership; principles underlying mutual accommodation of volunteers and paid personnel; procedures related to structure and function; summary of issues; voices of experience.

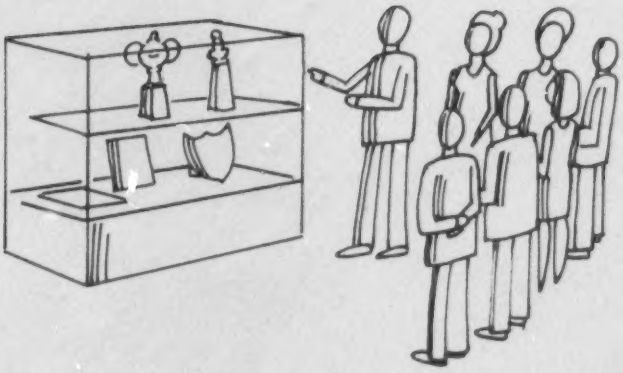
3

The Setting

HISTORICAL FLASHBACK

From the opening date of the Gerontology Center, its Director saw possibilities for the utilization of retired persons as volunteers there. He was particularly interested in the efforts of several older people who offered to raise funds for student scholarships. Subsequently, an Auxiliary was formed for this purpose, for the recruitment of volunteers and to acquaint its own membership with Center programs. Soon it was recognized that older volunteers would make good guides for this institution and scheduled tours were begun.

Upon the inauguration of the Older Volunteer Project, funded by the Andrus Memorial Foundation of NRTA/AARP, a new type of senior volunteer program was begun in the fall of 1973. Under the direction of Dr. Mary Seguin, older volunteers began arriving in greater numbers at the Center. In the opening months of the project, however, these seniors experienced some difficulty in finding appropriate roles and in achieving full acceptance by the Center staff and students. It was observed that some paid personnel felt threatened by these non-paid retired professionals. The older volunteers, in turn, felt unneeded and somewhat unwelcome. They were given time-filling tasks requiring a minimum of instruction as well as challenge — answering telephones,



Visitors are often given tours of Andrus Center by the Volunteers

addressing mail, doing simple clerical tasks. Volunteers found themselves either over-qualified or lacking specific technical knowledge for the assigned tasks. Mutual dissatisfaction was shown by staff members and volunteers. Soon, the male and female volunteers gathered together in a small office of the Center to create their own accepting environment. They constituted a small group which explored with the Project Director possible tasks which volunteers might do in relation to the goals of the Center. Careful consideration was given to the volunteers' own interests and personal desires. With the addition of more seniors, bringing varied ideas and skills, it was recognized that work could be facilitated by committee organization. Rooms for their meetings, coffee facilities and lunch areas were arranged for near the office of the Project Director.

As an added incentive for volunteering, arrangements were made to pay mileage costs for the group. Further, to add continuity and support for the volunteer program, several project staff members were employed in the office.

One volunteer accepted leadership for the entire group. Other persons moved into chairmanships of several committees formed around tasks which interested them, i.e. library service, newsletter and continuing education, etc. (Figure 1). By April, volunteer leadership had emerged and volunteers had established their own organization and tentative structure and procedures (Figure 2). Once a week

the volunteers came together in the Center to hear progress reports of the work accomplished. This group considered requests for help from paid personnel and students. New volunteers were inducted. The meeting provided an effective and informal means for learning about the work of the Center, an opportunity to test out emerging opportunities for volunteers, and a means for giving one another support. The latter was particularly important as the seniors found it often frustrating work to learn how best to achieve the purposes of the Center through unfamiliar and sometimes unrewarding volunteer roles. Not only did volunteers want to perform meaningful tasks, but they were also seeking a place to be attached, to be credited, to be important.

Within several months the volunteer tasks were grouped in relation to the three basic divisions of the Center: The Research Institute, Education and Community Programs (Figure 3). Soon it was recognized that sufficient time had to be allocated for committee planning apart from the semi-monthly meeting of the entire volunteer group. Volunteers were grouped into Teams and time was allocated for their meetings on alternate Wednesdays of the month.

Although by late Fall the work of the Teams was proceeding well, members of the volunteer group expressed concern regarding the true validity of their tasks in relation to Center objectives. It was decided to make an interim evaluation of the volunteer program. Plans were set for Team leaders to discuss their anxieties and questions with department administrators. Subsequently, a day's program of mutual exchange between staff members, students and volunteers was planned. This coming together was heartily supported and promoted by the Center's Director, the professional faculty and staff. A review of Center policy and various personnel management issues was made by the group. It was a magnificent display of cooperation and communication on the part of the entire organization. High commendation was expressed for the seniors. Volunteers added to the sociability of the day by providing a coffee hour for staff and students.

Following this successful "orientation" day, the older volunteers felt encouraged by the endorsement of the Center and were now ready to begin building a formal structure of organization. Perceiving the complexity of this task, it was decided that a committee of Team leaders should be appointed to make a feasibility study and bring recom-

mendations to the total group. Following a series of thoughtful discussions and interim reports to the entire volunteer group for their reaction, a final organizational structure evolved and was formally approved (Figure 4). In order to assure good working relationships between volunteers and Center personnel, the new structure clearly delineated lines of responsibility and communication. This same process of study and recommendation was utilized in developing a yearly budget and, also, nomination and election procedures for volunteer group leadership.

PRINCIPLES

The volunteers' adjustment to the setting of Andrus Center and the Center's adjustment to them revealed these underlying principles:

- In the early stages of organization of volunteer groups a period of mutual accommodation with the setting must be allowed.
- The milieu must be willing to share its knowledge of organizational policies and administrative practices so that true understanding may be built.
- Organizations which desire to use older volunteers must recognize the difficulty inherent in meeting both their own 'production schedule' and the personal and developmental needs of retired persons.
- Continuity of volunteer leadership is facilitated by understanding and helpful administrative leadership in the organization.
- The services of support staff members lend continuity to a volunteer program. (In this project, funding for these services came out of the research budget of the Director.)
- To generate opportunity and provide motivation for older persons to be volunteers in positions of leadership and service, it is necessary to provide volunteer positions, recruit older people and link people with positions.
- If older volunteers are to find work environments in which they can produce effectively alongside younger paid personnel, attention must be given to organizational policy and management issues that now tend to separate them from other personnel in the organization. Supports for older volunteers may take the form of:

(a) training and developmental opportunities
(b) reward and recognition
(c) evidence of support demonstrated through allocation of money and other resources
(d) inclusion of older persons in certain decision-making processes
(e) flexibility in requirements of volunteers' time and energy allotments
(f) on-going cycle of evaluation, planning and development for optimal utilization of older volunteers.

- Retired persons must receive clear messages from other members of the organization that they are needed and appreciated. Unpaid workers must feel they are sanctioned and that the work they do is important in reaching the goals of the organization.
- Physical conditions of work — space, equipment, supplies — not only facilitate or hinder the accomplishment of the tasks, but also tell older volunteers of their position in the organization. If seniors are wanted and valued, a truly helpful work environment will be provided for them.
- Funds need to be provided to defray the cost of out-of-pocket expenses for volunteers. Otherwise, these costs may be a barrier for many older persons. Lowered income after retirement may cause seasoned volunteers to drop out and prevent potentially interested retirees from volunteering.
- Volunteers find satisfaction and success in developing their own organizational structure within the framework of the institutional setting. Their program will be greatly facilitated when they are encouraged to build group policy through the use of the democratic process.
- Intergenerational relationships prove to be mutually rewarding. The presence of senior volunteers in this gerontology center lent validity and reality to the institution. Students and staff gained practical experience from working with older people — a supplement to theoretical study! Further, there was a lessening of the self-fulfilling prophecy of the inadequacy of senior citizens. In turn, this setting gave volunteers the opportunity to make real contributions to the knowledge and attitudes of students concerning gerontology. Understanding and friendship were developed between persons of varied age groups.
- Organizations will use retired and unpaid personnel if the quality of volunteer work is adequate and if work relationships are pleasant and hold no threat to paid personnel.

In addition to the principles enumerated above, further principles relative to the volunteers' needs, motivation and proper recruitment, orientation and placement described in Chapter II must also be considered in relation to the Setting.

PROCEDURES

Administrative Structure for Volunteers

In order to effectively start a new volunteer organization of older adults it is important to do an adequate amount of preliminary work. There must be:

1) A 'need' to be filled that stimulates imagination and creativity and a desire to meet it.
2) Enough interested people to have a working nucleus who are willing to contribute time, ability and knowledge.
3) Time to explore and consider objectively the possibilities and pitfalls.
4) Ways of financing — sources of possible assistance.
5) Meetings of, initially, a small exploratory group; then, an assembling of those who might be interested with ample informal discussion and time to let the ideas 'jell'.

It is important to note that if a new organization is worthy of time and effort, ample time needs to be taken in order to build a firm foundation as the first contribution to the permanency of the new group.

Many texts on parliamentary procedure have been written. All are fundamentally based on the same rules of procedure essential in democratic action. Therefore, these are not restated in this monograph.

Every organization creates, develops and perfects its own organizational pattern. The pattern includes establishment of policies and the implementing of programs and activities to carry out those policies.

Administrative Council

At the time this monograph is being written the Older Volunteer Project is administered by an Executive Council composed of a Chairman, a Vice-Chairman of Personnel Development and Communications, a Vice Chairman of

Program Development, and a Recorder, elected by the members, plus the staff Coordinator. The Chairman presides at all meetings and is accountable for the Volunteer Program to the Project Director and the volunteer group. With the Director she represents the Project to the community. The Vice Chairman of Personnel Development and Communications serves as liaison to community organizations in the recruitment of volunteers. She assists in planning orientation and placement of senior adults in the Center. The Vice-Chairman of Program Development coordinates the work of volunteer program development, receives staff requests and acts with the Coordinator as liaison to Center departments. The Recorder prepares agendas, reads and records minutes of all meetings.

Team leaders coordinate the functions of the working committees. At this point in time they are: 1) appointed by the Executive Council, or 2) chosen by the Team members, or 3) volunteer to assume leadership.

Paid Staff

A pattern of accommodation between senior volunteers and paid personnel of the Older Volunteer Project developed whereby paid staff picked up the work of senior volunteers during their absences. The function of the paid personnel of the Project has been to serve both as backup for the volunteers and as liaison between volunteer and paid staff, operating on the assumption that the ultimate responsibility for volunteer work rests with volunteers. Therefore, as the person with administrative authority for the day by day operation of the Project in the Center, the Project Director delegates responsibility and authority to the volunteers, shares her skills and knowledge with them, keeps things running as efficiently as possible through the assistance of added paid staff, and engages the volunteers in tasks that are challenging and not too stressful.

Processing Requests for Volunteer Service

As the Center's personnel and the community-at-large became increasingly aware of the presence of volunteers, requests for research subjects, for tours, for speakers, for assistance in the counseling office, and liaison to other

community organizations were received and filled by older volunteers. Procedures for processing requests developed, as described below:

- The volunteer or staff Coordinator receives the request and checks to see that the objectives are defined and clearly set forth on the request form, conditions and expectations stated and a plan of action developed.
- The request is relayed to interested volunteers through the weekly meetings or by direct contact with those having the required skill.
- Interested volunteers meet with the volunteer representative or Coordinator and person requesting in order to discuss task, clarify expectations and map a feasible plan of action.
- Frequent feedback by the volunteer and appraisal by person requesting are important lines of communication in order to determine if the objective is being accomplished, the conditions and task satisfying to the volunteer.
- A written evaluation by the volunteer should be appended to the request form in order to discover if these kinds of tasks are meaningful and satisfying to older volunteers and to the Center.

Physical Arrangements

In order for volunteers to feel wanted and welcome in any setting adequate space should be made available by the organization. For the Older Volunteer Project this means — office space for the Director, Coordinator and support staff; a reception area for drop-in visitors and prospective volunteers; use of a seminar room accommodating twenty-five to forty adults, one day a week; access to lounge and lunch facilities; availability of auditorium or atrium for special events. In this aspect, Andrus volunteers have been cordially received by the institution from the inception of the Program, but like other groups in the Center, are increasing faster than additional space can be made available. Realizing the rapid rate of growth in programs of gerontology, volunteers and Center personnel strive to maintain a friendly atmosphere of mutual accommodation and flexibility. Meeting rooms are reserved on a 'first come, first serve' basis and, when necessary, volunteers and Center personnel are able to adjust to almost any housing situation.

Weekly Meetings

Once a week the Andrus volunteers come together to: (1) make policy and establish procedures for the Volunteer Program; (2) make and receive Team reports on volunteer activities; (3) hear talks by faculty members; (4) receive requests for volunteers from other Center personnel. Opening requests to all volunteers means the individual has a choice of participating in a wide variety of endeavors, if he so desires, rather than being selected or chosen for a particular task by someone else. Fielding of requests by the volunteers has been an exciting and innovative method of determining what acitivities volunteers will and will not assume.

Reimbursement

Although the volunteers are altruistic in their reasons for volunteering, the majority favor reimbursement for transportation and other out-of-pocket expenses. Lack of reimbursement initially, however, did not prevent volunteers from coming to the Center.

Beginning September 1974, volunteers were given a record book and asked to record their activities and hours spent as Andrus Volunteers. They were also given the option to record mileage, bus fare and other out-of-pocket expenses for participation in activities at the Center and Center-related tasks in the community. Approximately two-thirds of the volunteers requested reimbursement. The others took the option of an income tax deduction.

ISSUES

Can organizations adapt their policies and management procedures to meet the interests and needs of older volunteers?

How may organizations develop attitudes of acceptance and cooperation with volunteers on the part of their paid personnel?

What are some of the fears which paid staff members have in regard to volunteers?

What contributions may older volunteers bring to younger paid employees?

Is it appropriate for volunteers to work with paid full (or part) time workers?

How can a volunteer project be adequately financed in an organization?

Can organizations include funds in their budgets for reimbursement to volunteers for out-of-pocket expenses?

Are there kinds of part-time paid positions which organizations can offer to retired persons?

Is it possible for organizations to provide attractive and efficient work and rest areas for volunteers?

How may organizations provide opportunities for creative leadership roles as well as precise service roles to fit the varied skills and interests of older volunteers?

Can organizations recognize and adapt to the necessity of permitting development of volunteer leadership structures?

Will organizations be successful in conveying to retired persons that they are truly needed and wanted as volunteers?

VOICES OF EXPERIENCE

Volunteer

"Flexibility! Complete freedom in selecting activities. The opportunity to work with staff engaged in a variety of significant studies. Limitless opportunities to serve within my individual interests and abilities. No pressures!"

Associate Dean, Leonard Davis School

"As an educator in the Center I have engaged the Senior volunteers as subjects for student questions about the feeling of aging. They have lectured to my seminar several times in the past two years. Recently several members of the group have indicated interest in studying as regular students in the School, to professionalize their work among their peers. At least two of the senior volunteers are now enrolled in courses at the Leonard Davis School. I have also found some of the men and women of great help for consultation in development of the School, on questions of administration, faculty and student relations. Their wisdom and experience have been a source of support and guidance for me."

Volunteer

"Volunteers can participate in work where environment is congenial and where volunteers can work with paid personnel without feelings of inferiority or being 'put down' as unpaid workers."

Volunteer

". . . working in an organization of important studies, . . . something that will live beyond us . . . my contribution to a better world."

Director, the Research Institute

"I would like to express my appreciation and that of the laboratory chiefs for the excellent efforts of your volunteer project in recruiting research subjects and generating interest in participation in a variety of projects in the Research Institute. Without the efforts of the group many of our projects would have been much more difficult to implement, and we consider the work of older professional volunteers as one of the salient enriching experiences of the Center."

Volunteer

"A setting where opportunities are provided for persons with professional experience to participate on a professional level. Here my background as an educator and my desire to have a chance to participate in the decision making process are realized in work assignments commensurate with my ability and interests."

Volunteer

"A friendly atmosphere! Visit first; opportunity to choose task later! Work in a congenial environment."

Secretary, Liaison Office

"The Older Volunteer Project has every month contributed to the Liaison Office copies of the Volunteer News which have been distributed along with our own News Briefs. These copies have reached noted PR persons all over the United States which hold an active interest in the Andrus Gerontology Center. The response we have had has been positive, bringing to them information of the events, activities and interests of our Older Volunteers as well as our faculty and staff."

Volunteer

"Three weeks after retirement I took a tour of this Center and, in a moment of great excitement about the purposes and programs, I heard myself volunteering to work here. Now, I'm very glad I did! I have a clear, rewarding task to do in the Older Volunteer Project and the responsibility pleases me. Further, I feel comfortable in my relationship with the wonderful staff and volunteer members here."

Volunteer

"At first we walked through the halls of the Center and no one recognized us nor said 'Good morning'. Once, a would-be volunteer was lost for a half-hour because clerks in a number of offices didn't know where the Volunteer Office was. Today, everybody knows our office and telephone number and we meet smiling faces in the halls."

Director, Pre-Retirement Education Project

"I have had many occasions to have contact with the Center volunteers — as group tour leaders, as educational program panel members, as advisory committee members and as gracious hosts and hostesses for special activities. I have had several opportunities to work with representative volunteers who serve on educational program panels and provide insights into 'telling it like it really is in retirement'. They share their knowledge, skill and experience with great warmth and enthusiasm — generating tremendous interest and participation from the audiences."

Volunteer

"I like to have younger people in our meetings for their viewpoints. I *never* want to work *entirely* with senior citizens."

Volunteer

"After years of scheduled time I enjoy the freedom of setting up my own time of participation."

Director of Publications –

"I would like to list three valued (and unexpected) rewards resulting from the association between the Publications Office and the Volunteers of the Andrus Center: first, as public relations agents they have given increased visibility to the work of this office in promoting the value of our work with the public. Secondly, we have been utilized in a professional way to expedite certain projects of their office. Last, and of great importance, the volunteers have in every instance grown to be recognized as positive models of good use of human energies, quite regardless of age."

Growth of tasks for the Center, its personnel, the community, and for the volunteers; principles underlying the generation of tasks which make work pleasurable and satisfying for volunteers; procedures involved in our tasks; summary of issues; voices of experience.

4

The Work (Tasks)

HISTORICAL FLASHBACK

In this chapter, the 'flashback' describes the growth of tasks which Andrus volunteers perform for the Center. *Tasks* refer to basic units of work — self-imposed assignments selected by the volunteers. In the triangle of relationships between volunteer, setting and tasks, it is the latter which pull together the two others in meaningful cooperation. The tasks selected for description here are major volunteer activities which have been most completely developed in the first two years of the program. The work involved in tour conducting, research activities, writing of publications, Speakers' Bureau, educational opportunities, community services and cooperative activities is representative of many other kinds of volunteer tasks which are in the process of development at this time (Figures 5, 6, 7).

The Team tasks featured here embody a number of practices which assure success for volunteers. The work offers meaningful assignments which capitalize on the abilities of the volunteer; it is non-threatening to paid employees; it contributes well to realization of the goals of the institution.

Tours of Andrus Center: Soon after the opening of the Center, requests for building tours came from many visitors,

particularly from NRTA/AARP members from all over the nation. The Liaison Director immediately saw a need for volunteer guides to meet these requests. As the number of tours became greater and greater, the call for additional, well-informed volunteer leaders steadily increased. Subsequently, a docent's manual was developed with pertinent information contributed from all departments of the Center, a film about Center history and activities was made available and faculty members were requested to speak to visitors when possible. Drop-in visitors and groups from varied institutions were joined by special guests of the staff who increasingly requested this service from the volunteer docents. Recently, the needs of large numbers of visitors and the maintenance of optimal working conditions in the Center made it necessary for the volunteers to modify tour procedures.

Research Activities: As the faculty researchers and graduate students saw older persons active in the Center, they became aware of this new resource of research subjects and peer interviewers. When requests for mature volunteers to fill these tasks became numerous, a volunteer Research Team was formed. During the regular meetings of volunteers, staff members and students arrived to describe their particular study and need for older subjects. Requested activities included completion of questionnaires and involvement in tests of perception, intelligence, attitudes, etc. Some volunteers served as interviewers of older adults in nursing homes, neighborhood senior centers, etc. One group was asked to interview retired faculty members by the USC Senate. A roster of seventy-five persons interested in serving as research subjects was compiled. An average of twenty-eight research requests was answered annually.

Publications: With the inauguration of the Volunteer Project, need for a good communication vehicle between staff, students and volunteers was promptly recognized. A small Publication Team was called together to produce a monthly newsletter designed to spread knowledge of both the research/training Center and the Older Volunteer Project. Quality and accuracy of the *Volunteer News* were assured through regular review by the Director of Publications. This news bulletin has attained a circulation of 800 and is read by Center personnel, students and volunteers and by members of

city, state and federal agencies and senior citizen groups. During the current year, the Publication Team has also produced an attractive and functional portfolio used in the orientation of new volunteers, as a Speakers' kit and as a source of information for other organizations. This monograph, "Releasing The Potential of The Older Volunteer", has been produced by this Team.

Speakers' Bureau: Requests came to the volunteer office from Center personnel for older persons interested in telling the Andrus Center story to community groups. A Speakers' Bureau was organized to explain the science of gerontology and describe the purposes and programs of the Center and the Older Volunteer Project. Volunteers have spoken to service groups, church groups, university students and alumni, medical training personnel, senior citizen organizations and NRTA/AARP chapters. This Team has increased the accuracy and effectiveness of its presentations in Center information by designing its own orientation and training programs. In the past year eleven volunteers have spoken to forty-eight groups.

Volunteers conduct an experimental class for retired persons

Educational Opportunities: Some senior volunteers came to the Center with ideas for programs they wanted initiated. One volunteer wanted to develop intellectually stimulating learning opportunities for retired professionals. Other seniors shared this interest. In less than a year they organized an advisory consortium of paid and volunteer educators from: USC Gerontology Center, UCLA Emeritus and Extension programs, Mount St. Mary's College, Los Angeles Unified School District, and the Area Agency on Aging. With the encouragement of this consortium and initial funding through the public school district, the volunteers began an 'experimental' class. This class was composed of retired men and women from different backgrounds who became the recruiters, organizers, curriculum developers, students and teachers. At the end of its first semester, the class on "New Perspectives for Adult Learners" culminated in an evaluation day for its twenty-five participants. (Eighty per cent of the members belong to NRTA, twenty per cent to AARP). As a result of their enthusiasm for this unique instructional program, the group has decided to repeat the educational experience next year and train other leaders to open similar classes.

Community Services: Further examples of Andrus Center volunteer-initiated programs are the creation of an unique RSVP unit which gets planning assistance but no financing from ACTION and the production of a film entitled "Journey's End" with related materials designed to encourage individuals to make adequate plans, including wills, for the latter part of life. Senior volunteers have aided in the development of community programs in such areas as peer counseling and have acted as consultants in plans for a multi-purpose senior center. A referral file of services available for seniors in the greater Los Angeles area has also been built by a team of volunteers. Others have answered requests to act as informal or formal instructors for university courses related to aspects of aging as well as assistants in other college programs.

Andrus Center/Volunteer Cooperative Activities: As the Center staff developed an awareness of new roles for volunteers they invited members of the Older Volunteer Project to: participate in planning educational programs, attend Center seminars, participate as panelists at profes-

sional conferences, assist in planning curriculum for the new school of gerontology. In these ways, volunteers have developed new roles as 'agents of change' at Andrus Gerontology Center.

PRINCIPLES

Underlying this account of the multiple tasks which volunteers willingly and successfully filled at Andrus Center are several major work principles:

- Volunteers seek to be part of something which is greater than themselves. They need to feel that the institution they are part of has worth and that the service they render is meaningful. They want to feel their work contributes to the advancement of human society.
- Tasks that are not well defined in the beginning satisfy persons who like the challenge of solving problems, provided the tasks are directed toward the central objectives of the organization. (These tend to be leadership tasks.)
- Tasks that are specific in nature are satisfying to individuals who want immediate clear evidence of their achievement. (These tend to be "service" tasks.)
- It is necessary for volunteers to be offered meaningful and satisfying role assignments that draw on their individual interests and abilities. Older Volunteers can take any position where they possess some expertise or skill — a background of experience to draw from in creating new or modified roles.
- Tasks for volunteers give them opportunities to increase competence and capabilities and challenge to realize talents. The tasks must be self-selected since the volunteers seek to match their skills with the work.
- Significance of a role and the status that comes to the volunteer who enacts it is whether or not the work produced helps to meet the basic needs and interests of human beings.
- Volunteer roles are particularly appreciated if they can be seen to help the institution reach its goals.
- Tasks for unpaid volunteers must be perceived as non-threatening by paid employees of the institution if amicable relations are to be realized.
- When volunteers prove their worth to the organization through their professional, responsible behavior and

through their work product they will be offered other challenging tasks.
- Physical conditions of work-space, equipment and supplies will facilitate or hinder the accomplishment of the tasks. The services of support staff are critical for completion of many volunteer tasks.
- Limitations of motivation, time and physical energy as well as distance from the setting which are unique to individual volunteers will affect task selection.

In conjunction with the work principles just mentioned, other principles already enumerated relative to volunteers and setting are important. Varied motivation levels of self-discipline, amounts of physical energy, and skills and knowledges possessed by individuals will all affect their selection of tasks and subsequent success. Many factors of the work-environment will also determine the nature of tasks which older volunteers will pursue.

PROCEDURES

In the Chapter on the 'Setting' the positions of Volunteer Program Chairman and paid Volunteer Coordinator have been discussed. It is the major responsibility of the Chairman, supported by the Coordinator, to implement the program planned by volunteers around the major activities of the Center: Research, Education, Community Programs and Support services. Procedures for prime tasks, illustrated earlier in this chapter, follow.

TOURS: A visit of Andrus Center facilities

Purpose:

To inform interested groups and persons about the objectives and activities of Andrus Gerontology Center.

Visitors:

General public and members of NRTA/AARP; professional staff and students of universities and local high schools; personnel of local, state and national departments of education and aging; community organization personnel.

Arrangements:

Docents are assigned and adequate space (auditorium, seminar room) reserved as soon as request is received. It is important for the docent to research the visiting group's area of interest and to obtain a speaker from a particular field of expertise (social problems, physiological sciences, community programs, nursing homes, etc.). The Center's Publications Department has several films available on the Center and on different aspects and philosophies of aging. The films and projector must also be reserved ahead of time.

Visit:

A volunteer docent welcomes group, explains the history and background of the Center, its goals and objectives. A film and/or speaker augments the docent's presentation. A question and answer period generally follows. A limited walking tour is then given to the Library, Auditorium and Publications Office, and the work of each department is briefly described, highlighting that area of special interest to the visitor. Informative materials; brochures, publications lists, *Volunteer News*, are given out. Visitors may return to the Library or Publications Office, if so desired, at the termination of the visit.

Orientation for Docents:

The Docent program offers on-going orientation for all volunteers interested in giving information to groups and individuals on the activities and objectives of the Andrus Center.

New volunteers are taken on a thorough tour of the facilities by an experienced Docent. This get-acquainted tour is followed by a discussion period and a viewing of the 28 minute film "Dedicated to Serve" produced by the NRTA/AARP Andrus Memorial Fund. The potential Docent is given a copy of the volunteer Docent/Speakers' Bureau Manual (including a map of the building) describing the locations, personnel and functions of the various departments to study. The on-going orientation also consists of learning how to operate the film and slide projectors, viewing the available films on aging, reading printed materials and publications, and attending lectures by staff and students on the various aspects of aging. After the new Docents have familiarized themselves with the activities and functions of the Center and

the Volunteer Program and feel comfortable with their knowledge and presentation, they are given joint assignments with other Docents. The more experienced Docent provides support and backup and is able to comment or critique the presentation and offer constructive suggestions.

RESEARCH

Purpose:

The research team has as its basic purpose the responsibility for assisting Center staff, faculty, students and members of the Older Volunteer Project with various types of research investigations, experiments and other related studies sponsored by Center personnel.

Scope of Activities:

To accomplish this *basic purpose* team members, with the assistance of the Volunteer Project's staff, perform the following major services or functions:

Research subjects: Older adults interested and available in serving as volunteers are recruited and classified by demographic and other essential characteristics.

Volunteers request: Requests for subjects and interviewers are referred to the Research Team for consideration. The requesting researcher is asked to present his study to the volunteer group; when it is expected to begin; time involvement; specific requirements or training of subjects; type of activity to be performed; reimbursement. Upon completion of the study, the researcher is asked to report his findings to the group.

VOLUNTEER NEWS

A four page printed news bulletin, issued monthly (September-June): 800 copies per issue. Cost: approximately $45.00 per issue. Written and edited by seven volunteers.

Purposes:

To improve understanding and communication between staff, students and volunteers of Andrus Gerontology Center;

to foster goals of the Center through communication of news of its personnel and activities to the general public.

Readers:

Volunteers of the Center and of other institutions; professional staff and students of the Center and of other colleges of University of Southern California; personnel of local, state and national departments of education and of aging; officers of various units of NRTA and AARP, and Auxiliary of Andrus Center.

Procedures:

1st/2nd weeks of month: Publication Team meets to plan content and/or format of next month's issue. Members accept responsibility for research, interviews, etc., to gather data for articles and for writing of copy.

3rd/4th weeks of month: All copy is presented to editor who reviews it and adjusts it to fit available space. Volunteers and/or office personnel type copy. Editor rereads and corrects copy. Completed issue is presented to Center Publications Director for review. Approved issue is then brought to printer (off Campus) by editor.

First day of the month: Printed news bulletin is brought to Center for distribution to volunteers at their general meeting. Copies are addressed by some volunteers for mailing to persons and institutions on the mailing list.

EDUCATIONAL OPPORTUNITY FOR OLDER LEARNERS (EXPERIMENTAL CLASS):

Origin: A group of Andrus Center volunteers sought continued mental stimulation and new social contacts in an unique class format geared to their own needs. A consortium of representatives from the University of Southern California, University of California at Los Angeles, Mt. St. Mary's College, Los Angeles Unified School District and Area Agency on Aging advised the group in planning for the experimental class.

Unique Features: (1) The curriculum of the class is determined by its participants; (2) Each member of the class agrees to be both learner and teacher. He teaches from his professional expertise and from life experiences gathered over 60+ years. A California credentialed teacher acts as class facilitator and group discussion leader.

There are no entrance requirements; no achievement tests are given; no grading is done. The only cost is a 25¢ student body fee.

Sponsor: University/Palisades Community Adult School of the Los Angeles City Unified School District.

Site: An attractive assembly room in a church school building in West Los Angeles. Comfortable chairs, a fireplace and piano afford a charming, relaxed atmosphere. Kitchen facilities are also available.

Progress: February-June 1975. Class grew from 12 to 25 members. Curriculum consisted of three study units: *Gerontology; California History; Interpersonal Relationships in the Latter Part of Life.* A full-day evaluation meeting brought enthusiastic endorsement of the class structure and request for additional classes.

SPEAKERS' BUREAU

Purpose:

To inform interested groups about the purposes and activities of the Andrus Gerontology Center and the Older Volunteer Project.

Audience:

Volunteers have been asked to speak before NRTA/AARP chapters, community agencies, civic organizations, senior citizens groups, retirement homes, students of local colleges and high schools, church groups, hospital personnel and local clubs.

Arrangements:

Upon request for a speaker, a volunteer is assigned. The location of the engagement and area of group's interest should be considered when matching a volunteer to fill the request. It is important for the speaker to research his audience and area of interest. The speaker's knowledge of the

topic of the day and familiarity with the requesting group are also important considerations.

Orientation:

The Speakers' Bureau offers on-going orientations for all volunteers interested in speaking to groups and organizations on the Center and the Older Volunteer Project. Informal discussions are held at least once a month on recent presentations — questions that commonly occur and appropriate answers; where to look for information, feedback, etc. A film may be previewed and discussed; a member of the staff invited to speak, etc.

Speaker's Kit:

Speakers should have with them brochures and information on the Center and on the Volunteer Program; the *Volunteer News;* application forms; and sample publications.

ISSUES

What kinds of tasks can be designed to further an organization's goals and at the same time, further the aspirations, abilities and varied disabilities of retired persons?

Can paid personnel learn to recognize that task accomplishment by volunteers will not jeopardize their own work assignments?

What types of tasks may be developed that are non-threatening to time and energy limitations of older volunteers?

Will organizations understand the necessity of opening opportunities for two types of volunteer tasks: service and leadership? Will they recognize the need to match tasks with the differing motivations and skills of older volunteers?

Can organizations provide the optimal physical conditions of work space, equipment and supplies which will facilitate the accomplishment of volunteer tasks?

How can local communities gain greater recognition of the value of older volunteers in the development of their service programs?

In what way can general recognition over the nation be developed as to the crucial need for continuing educational opportunities for older adults?

VOICES OF EXPERIENCE

Tours

Volunteer

"Because I like people and enjoy meeting them, I feel taking tour groups through the Andrus Gerontology Center is a very fulfilling task. I appreciate their observations and questions. We meet people from so many walks of life, professionals and laymen, and the interest shown by each of these is so very interesting. I learn a lot from the people I meet, as well as learning more about the Center each time I lead a tour."

Volunteer

"As one of the first tour guides, I am glad to see, as time goes on, the modification of the tours to better accommodate both the visitor and the Center in a more effective and satisfying way."

Center Liaison Director

"Tours — one of the unique features of Andrus Center!"

Associate Director

"I appreciate the well-organized tours of the Center, a valuable liaison with the general public."

Research

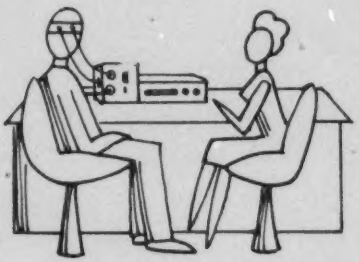
Volunteer

"I find it rewarding to assist in research; to see how volunteers may effectively assist those who are concerned with improving the life, day-to-day experience and well-being of elderly people. The reward to those engaged in such efforts is the satisfaction gained from the work experience and the challenge presented that keeps interest at a high level. That is why I attend meetings regularly and look forward to its activities."

Post-doctoral Researcher

"During the 18 months I have been a member of the Andrus Gerontology Center I have had two sources of contact with the Older Volunteer Project — both have been valuable. The first has been with that subgroup of

the volunteers who have assisted me in locating participants for my research program. Without their help I would still be struggling to find enough willing participants to complete one investigation. With their help we have completed 8 investigations with more than 100 hours of older adult participation. The second source of contact has been with those generous volunteers who have taken time to serve as research subjects. Without their efforts it would be impossible to further our understanding of developmental change in human cognition. They are, in my opinion, the most valuable resource of the Andrus Center."



Volunteers receive frequent requests to be "tested" by researchers in the Center

Publications

Volunteer

"As a volunteer on the editorial staff of the *Volunteer News*, I welcomed the task of collecting calendar items for the newsletter as it involved becoming acquainted with many of the fine young people who make up the paid staff."

Editor, *Volunteer News*

"That I might find continuing professional satisfactions in my retirement years through work on the Publication Team was a splendid surprise. I have a second rewarding career!"

Volunteer

"First, I love to type. Secondly, while I am typing up

the *Volunteer News* I gather information about the staff of the Andrus Gerontology Center, as well as the background of members of the Older Volunteer Project. I think this is a wonderful way to become close to what the volunteers are doing and what their goals are. Each volunteer has something to give to our newsletter and each article is so interesting."

Speakers

Volunteer

"The changes in attitude since the inception of the Speakers' Bureau of the Andrus Center Project, between the volunteers and staff have been conducive to added enthusiasm and incentive of the Team and respect of the staff."

Educational Opportunities (Experimental Class)

LAUSD, Adult Education Division member of Consortium

". . . would like class to be continued and replicated . . . fine medium for continuing the growth of the individual. I could feel the permissive, warm exciting atmosphere as I entered the room that stemmed from the learners' acceptance of everyone's contribution."

University member of Consortium

"In my wildest dreams I couldn't imagine what older learners could do! This class seems to be an answer to the stereotype gold card syndrome! The participants didn't stop learning but continued learning as they had before retirement."

Director, Church Education Facility

"Never saw older people come together with such enthusiasm. When I hear you singing around the piano during a break, I can hardly resist joining you!"

Cooperative Activities

AGC Faculty Member

"The Institute went very well, and your contribution to it was very important to its success. — It was a pleasure working with you. I am looking forward to your contributions to continuing education in the fall."

Other Tasks

Director, Peer Counseling Project

"The Peer Counselor group, which has chosen, out of the several volunteer activities available within the Center, to participate in the counseling program for older adults and their families, is in process of developing a unique history of service. The high level of motivation for this kind of involvement with other persons is demonstrated by the intense involvement with the initial training sessions, the continuing training and supervision, and the degree to which members of this group become involved with clients. Our Center's Peer Counselors are also able to add the dimension of rich and extensive life experience to this counseling enterprise, and along with the graduate student counselor trainees, will help develop models for training and service."

Volunteer

". . . especially appreciate the attitude of the people in charge, i.e., not demanding, but very respectful and considerate of individual interests. I wish I had more time to devote to this volunteer group. It is the most *worthwhile* I've been involved with."

Volunteer

"I prefer short term, one-shot projects that increase my knowledge and insight into the work of the Gerontology Center; ideas that I may carry over into other volunteer work in my own community. I find contact with other volunteers and staff workers inspirational!"

Volunteer

"I like the person-to-person reaction. I do not object at all to detail work when needed."

Discussion of wider application of practical principles in development of older volunteer personnel; derivation of these principles from research literature and the experience of Andrus volunteers.

5

New Roles for Senior Volunteers in Organizations

The retired men and women who chose the Andrus Gerontology Center, University of Southern California, as the organization through which to do volunteer work have described themselves, their work, and their work-setting in the preceding chapters. This chapter discusses the wider application of the practical principles for the development of older volunteer personnel, derived both from the research literature of voluntarism, aging, and work motivation, and from the experience of the senior volunteer personnel and others with whom they interacted through the Older Volunteer Project.

These senior volunteers in Andrus Center are contributing their knowledge, skill and experience to the discovery and understanding of new dimensions in work roles for retired persons. They and older adults in a variety of other formal work-settings, are taking the option of participating in the mainstream of community life via unpaid (volunteer) positions. Their numbers are few, however, in relation to the large numbers of capable individuals with time

released from central labor force and child-rearing tasks, and the large numbers of potential and unfilled volunteer positions in formal organization. Senior volunteers and the organizations in which they work are pace-setters in opening opportunity for the participation of older adults in meaningful roles in retirement. They are pioneers for the rapidly growing numbers of middle-aged and older men and women who will likely have twenty or more vigorous years after they leave the labor force and child-rearing. Harvey Wheeler (1972) has predicted that older Americans will need to perform tasks for community betterment by the year 2000 when half of the population of the United States will be over fifty years of age and retired. Older persons are similar to youth, women, and members of racial minorities with respect to the limited access they have to the full range of paid or unpaid positions in organizations.

Peer counseling is a valuable service offered by the Volunteers

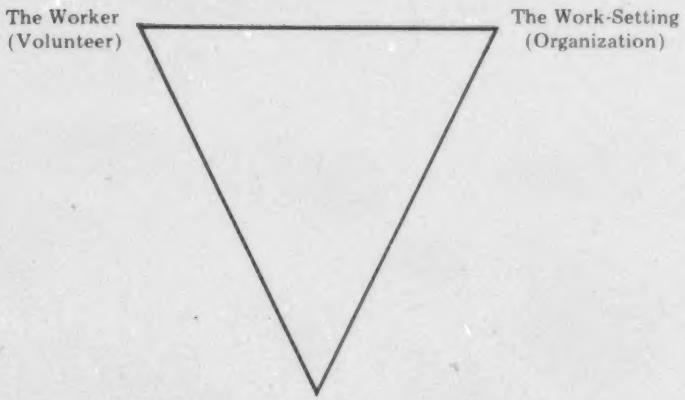
Retired persons enact new or modified work roles in formal organizations. The retirement process, which separates the worker from his work roles, has intervened to alter the relationship between the retired individual and others in the work-setting. Subtle or manifest differences will likely be present in both the content of the work and in the work environment, even when the retired person produces the same goods or services that he did pre-retirement. The retired status of the individual is, therefore, one important factor that differentiates older volunteers from other adult volunteers and from non-retired paid employees. Retirement

policies and procedures affect the organizational response to retired individuals as potential workers, whether in full or part-time paid positions or as volunteers.

The volunteer or unpaid status of the worker is a second salient dimension that affects the work roles and relationships. All workers are employed by organizations whether they receive monetary reimbursement, or not, or have formal contracts. Volunteer employment differs from paid employment in the amount of money, if any, that the worker receives in exchange for a stated portion of his time, talent, and his commitment to the productivity of the organization. When the monetary exchange is eliminated, the symbolic meaning of money to persons in the work-setting stands out. The dollar represents implicit agreements and expectations between worker and employer. The meaning of money continues to influence the volunteer worker, the employer, and others in the work-setting.

Money may symbolize the value of the worker as perceived by others, or the worth the worker places on himself, or the value he or others place upon his work. To work 'for free' may be unacceptable to persons who have worked primarily to earn money. An employer who devalues 'free' work will tend to minimize the importance of what the volunteer does and regard the worker as having little value in the organization. The meanings of money are complex and affect all aspects of the work situation. There is no money incentive to hold the volunteer worker in unrewarding tasks or in dissatisfying work surroundings. Consequently, the unpaid worker's incentives to take and continue in volunteer work must come from the content and context of the work.

The new dimensions in post-retirement work roles can be found in the adaptations which the retired individual makes to the work itself and to different working conditions; and in the accommodation of the organization to utilizing retired personnel. Older volunteer workers and others in a formal organizational work-setting are brought together through the tasks that volunteers perform. These interrelationships can be shown as a triangle in which the points represent: the retired, unpaid worker or volunteer; the formal organization or work-setting; and the work through which worker and organization come together, and through which the worker produces goods/services/information for use by others.



These three interesting components form an integrated framework for thinking about how to increase senior volunteer participation in organizations. In the previous chapters, the Andrus Center volunteers have shown how this conceptualization was applied in one organization. The general principles that can be applied to other senior volunteers and their work in other organizations are summarized in this chapter. The following questions are addressed:

The Worker:	Under what conditions will retired individuals take unpaid positions in work-oriented organizations, or reject them? Continue or discontinue in them?
The Work-Setting:	Under what conditions will organizations use personnel that is both retired and unpaid, or reject such personnel?
The Work:	What kinds of positions can older volunteers (retired, unpaid workers) take or create? What are the new or modified roles they enact from them?

THE WORKER: THE OLDER VOLUNTEER

The motivation of older adults to take and continue in volunteer positions is a topic of widespread interest to paid and volunteer leaders in organizations that use or want to use older volunteers. They want to know how to find and to hold good volunteers. They ask "What motivates the individual to choose volunteer work?" "Who will likely volunteer, and who will not?" Motivation is perceived as a force within the individual, moving him toward or away from volunteer work.

Most older volunteers are drawn from the population of adults that is retired. No longer bound by the occupational constraints and rewards that regulated their earlier adult years, retired persons are free to shift away from a job orientation. They may avoid work settings and never become volunteers in organizations which are essentially work-oriented and bound by the constraints and rewards similar to those which older individuals chose or were forced to leave when they retired. Retired persons may wish to adopt new life styles, or may wish to continue familiar work activities and time patterns, or to do both. They may generate volunteer activities that combine the untried with the familiar. They derive their principal income from sources other than paid work. They have time, energy, physical mobility, relatively good health, talent, and motivation to do the work of the organizations in which they take volunteer positions.

A profile derived from the research literature by Payne, Payne and Reddy (1972), described 'typical' volunteers as employed adults; younger than age 65; males, in some kind of organizations, and females in others; married, with children at home; middle-class, and upwardly mobile occupationally. Volunteers are likely to be homeowners and to have lived in their communities for some time. Volunteers in leadership positions are relatively well educated, have high occupational positions and adequate income. Their families often have high status in their communities and a history of volunteering in the parental family and by the spouse.

Findings from the Older Volunteer Project of the Andrus Gerontology Center suggest that senior volunteers who were attracted to this institution of higher education, closely resembled the profile of the adult volunteer leader, as defined by Payne, Payne and Reddy, except for age related characteristics, i.e., being retired and having no children at

home. The Andrus Volunteer leaders tended to differ from other older adults with respect to those characteristics that made them similar to younger volunteer leaders: notably high educational levels, pre-retirement occupational statuses, and income. The Andrus Volunteers reported good health, were generally optimistic towards life, volunteering and being retired.

Retired Senior Volunteer Programs (RSVP), Foster Grandparents and other efforts to recruit older volunteers, have demonstrated that older individuals who differ from the "typical" volunteer, especially those who have had no volunteering history, can be recruited and be held in volunteer positions. Reimbursement of out-of-pocket expenses made volunteer work accessible and acceptable to many who previously were unable or unwilling to undertake it. Many responded to the specific recruitment of persons sixty or over and the recognition given to their contribution to the community through volunteer work. The phenomenal growth of the National Retired Teachers Association — American Association of Retired Persons (NRTA/AARP) to a membership of over eight million people attests to the interest of many in joining an organization with their age peers. The Associations have also provided the opportunity for thousands of older adults to do volunteer work in order to operate these organizations and to serve others. Similarly, the National Council on Aging, the Gray Panthers and other organizations that promote the interests of older adults have experienced growth in the numbers of volunteers.

These responses to efforts within recent years to recruit senior adults to organizations specifically focused on older adults also increase the proportion of older volunteers available to work in health, education, and social welfare organizations. In the 1969 survey, *Americans Volunteer*, by the U.S. Department of Labor, fewer persons age sixty-five and over than any other age category had taken volunteer positions in the organizations reported. Only 7.1% of the volunteers were sixty-five or older; whereas the proportion of older persons in the population was 10%. In considering the factor of the low participation of older adults in the volunteer force, the fallacy of illness, deterioration or disability may emerge. Actually no more than one million or 5% of the older adults are institutionalized at any one time in nursing homes or hospitals. While 10% who live in the community may have serious illnesses or disabilities (heart,

respiratory), many of these people are capable of carrying on full volunteer activities. Many do.

THE WORK-SETTING: THE ORGANIZATION

Organizations — governmental, economic, or voluntary — can be defined as the corporate means whereby individuals join together to produce goods and services to satisfy basic human needs. They are essentially work-settings. Organizations may or may not be able to accommodate to the developing and changing needs and interests of older adults, and at the same time meet the production schedules and do the work expected of them in the community. The established structures, procedures and work periods tend to be regarded as *the* way to do things, and newcomers are expected to adapt to existing conditions. Different arrangements, such as more than one worker filling one position, may seem impossible or undesirable to decision makers in organizational systems. Paid personnel, for example, may question the wisdom and/or the process of requalifying retired persons for active service in their organizations, or of employing unpaid workers.

The volunteer, like the paid worker, has the need to avoid pain produced by his environment. The retired individual may be particularly sensitive to possible rejection, having passed through the separation process of retirement, which by its nature has painful aspects. Environmental pain is avoided by a tension-reducing dynamic process, according to Herzberg (1966). Basic biological and social needs that are satisfied in this way recur often, and the process must be repeated. We eat, for example, and are satisfied, but must soon eat again. We meet and talk with friends and colleagues and satisfy our need to stay connected with other human beings. And we must renew contacts, frequently. Pitterman (1973, p. 8), adapting Herzberg's framework for assessing paid work, stated that certain factors in volunteer work settings serve to satisfy the older volunteer's need to avoid pain from the environment. These include:

- The organizational policies and administrative practices,
- The kind of supervision under which the volunteer works,

The working conditions,
The interpersonal relations and supports maintained for the older volunteer,
The amount of status, security, and pay, if any, which the older volunteer accrues for doing his work.

In one way or another these factors all describe the context or environment of the older volunteer's 'job'.

The objective is to create and maintain a work-climate in which the retired unpaid worker can be productive, and feel comfortable. If he is uncomfortable or dissatisfied, the older volunteer will either quit entirely or be less productive than he is capable of being. Retired persons must receive clear messages that they are needed and wanted. Unpaid workers must feel that they are sanctioned and valued and that the work that they do is important in reaching the goals of the organization.

In an organization made up primarily of retired unpaid workers, the policies are likely to be set and carried out by them. Most of the workers should receive clear messages of being wanted and needed, and of their work being valued. Retired persons in an organization made up primarily of non-retired persons, will likely find some policies and practices that ignore or exclude them. In fact, reasons sometimes given for denying them access to positions altogether is that since retired persons cannot be covered by personnel policies that apply to other workers, e.g., policies regarding pay, pensions, insurance coverage, and other fringe benefits, they cannot be part of the organization at all. Unpaid workers in a setting dominated by paid personnel are also likely to be marginal. It is not easy for these marginal workers to get the central decision makers to alter policy and administrative practices in order to accommodate and include them as full partners in the work of the organization. For one thing, retired unpaid workers who are in the minority did not help to set policy and administrative patterns initially. They also tend to be peripheral in the communication networks, and may receive no clues at all or mixed messages from the dominant personnel as to whether or not they are wanted or needed, or whether their work is valued or merely tolerated. If older volunteers are to find work environments in which they can produce effectively alongside younger paid personnel, attention must be given to organizational policy and management issues that now tend to separate them from

other personnel in the organization.

The person, paid or volunteer, who carries administrative responsibility for programs that involve volunteers can help the volunteer avoid psychological and physical discomfort by being willing to delegate responsibility and authority to him, to share his skills and knowledge with him, to keep things running smoothly and efficiently, and to engage the volunteer in tasks that are challenging and not too stressful. If the supervisor is unwilling or unable to delegate, to share, to challenge, to operate efficiently, the volunteer will likely be dissatisfied.

Interpersonal relations among older volunteer workers afford mutual support in the relationships that form when people work together. When older volunteers are in settings with younger persons, the intergenerational relationships that arise as they pursue common goals are generally mutually rewarding, also. Relationships between people that take place during the working hours, but are independent of the activities of the job are particularly important to many retired persons. Informal gathering places where older volunteers can eat lunch or have a cup of coffee afford opportunity to exchange experiences around common themes such as what it meant to retire. Making new acquaintances may lead to friendships which are of special value as life-long friends and acquaintances frequently die or move away. Although accomplishment of the work to be done is the common objective that brings them together, the opportunity and sanction for retired volunteers to interact with one another and with others in the work-setting is an equally valued objective.

The physical conditions of work — the space, the equipment, the materials and supplies — not only facilitate or hinder the accomplishment of the tasks, but also clue older volunteer workers to their status in the organization. If they are needed and wanted, places are made for them to put their belongings and do their work without undue confusion and stress. Getting to and from the work-place may be more problematic for older volunteers than for younger paid workers for two reasons. Driving an automobile or taking the bus may be more stressful. The cost of transportation may be more than a retired individual can afford on a fixed income. Defraying the cost of out-of-pocket expenses should be established policy and practice in organizations employing volunteers. Those who would rather take a tax deduction

than cash reimbursement may take that option. The objective is to permit the organization to avail itself of the talents of volunteers irrespective of their economic condition.

The amount of status, security, and pay are real considerations for senior volunteer workers as well as for paid and younger workers. Status is often linked to money payment, as in the question, "Is there a stigma to volunteer work? . . . to holding a non-paying job?" Margaret Mead, the anthropologist, in reviewing the recent past, said, "Volunteers were so sneered at that they have found greater worth in selling stockings over a counter. There was a time when we got help from federal agencies. Now the funds are gone — and so are the volunteers. . . . We must get people with time together with people with money for a new kind of volunteer to do things in one's own community, and we must restore the volunteer's dignity. What we need is a tithe of time." The National Organization of Women (NOW) has sounded an alarm. Women who take volunteer positions as part of an underpaid work force in organizations, perpetuate the economic inequity of women in the work-place. Volunteers and other workers who are paid less than a living wage thus obscure the true value of their work. They are not compensated according to their contribution either by status, job security, or money. Income supplement for volunteers with very low incomes, such as those in the Foster Grandparents program of ACTION, has permitted those individuals to do valued work in the community. Their talents would otherwise be lost in their fruitless search for unavailable paid positions and their demoralization in finding neither work nor income. Until all individuals have adequate basic income, income supplement to volunteers may open opportunity for persons outside the labor force to enact work roles, e.g., the young, the old, persons with physical handicaps, or language barriers. Security may mean income security to the paid employee. The volunteer, however, is not likely to equate his concern about income security with job security since his unpaid job is not his major source of income. Job security for both the paid and volunteer worker, means having work to do and to be the person selected to do it. Senior retired unpaid workers may not have work to do, due to the retirement process that excludes them from work roles, and priority status given to paid work. Access to appealing and acceptable positions may well be the critical issue. The outcome depends, in large part, upon the

gatekeepers to positions perceiving retired volunteer workers as holders of these positions. An argument stated against volunteers creating roles that didn't exist previously is that, since these new roles are not already accepted in society, they will not carry the weight and significance of traditional work roles. They will, therefore, be second rate or second class. New roles need not be low status, however, if they meet pressing needs and new conditions in society. They can be high status, as in the case of the astronauts. Emergent roles in our aging, changing, post-industrial society may not yet be as dramatic or as clearly defined as those of the technological age astronauts. However, the contribution of older adults in defining and enacting first class new roles is significant. They have had the most experience of any age cohort in adapting to change. Ancillary roles or 'made work' that do not contribute directly to the central goals of the organization will be second class, whether carried out by paid workers or by volunteers. Central roles in organizations that no longer meet the basic needs and wants of human beings may, similarly, be second rate. The test of significance of the role and the status that accrues to the individual who enacts it is whether or not the work produced helps to meet the needs and interests of human beings today and tomorrow; not whether or not the role has been accepted as a traditional work role.

In summary, a work-environment in which senior volunteers can be productive and feel comfortable shows evidence of wanting and needing the retired, unpaid worker and of valuing his work. Those individuals responsible for organizational policy and administrative practices governing personnel play a critical role in determining the extent to which senior volunteers will be employed, if at all. If these gatekeepers hold values and attitudes that discriminate against retired and/or unpaid workers, few senior volunteers will be permitted or will want to work in the organization. If the attitudes held by key persons in the work setting are neutral or favorable toward employing retired and/or unpaid workers, then senior volunteers can help to establish a comfortable and productive work climate for senior volunteers. They can help to set and carry out administrative and supervisory policies and practices, working conditions, and interpersonal relations to enhance the status, security and rewards of the workers in the organization. In short, the senior volunteers working together with others in the

organization, can develop ways to reduce tension and avoid environmental pain.

THE WORK: VOLUNTEER TASKS

The volunteer, like the paid worker, has the need for psychological growth. Psychological benefits which the worker can derive from his work are indicated by the opportunity:

to accomplish something in doing the task,
to get recognition for achievement,
to do interesting work,
to take responsibility and advance to more challenging tasks,
to grow as a person.

These factors describe the content of the work. They are task oriented. Pitterman (1973, p. 9), states, "Only a task can allow the individual to increase his competence and capabilities; the challenge of the task is the means for developing and realizing one's talents. These factors serve to produce positive satisfactions and lead to truly motivated performance". To fulfill his motivational needs the worker approaches psychological growth through a tension-inducing dynamic process. The effect of satisfying these needs is long-term.

The worker gains a sense of achievement when the relationship between what he does and the objectives of the organization in which he works are clear and direct. Tasks that are concrete and specific, are satisfying to individuals who want immediate tangible evidence of their achievement. Tasks that are not well defined at the outset satisfy individuals who like the challenge of solving problems, provided the tasks are focused toward the central goals of the organization. Volunteers were attracted to both kinds of tasks in the Andrus Gerontology Center. Those who chose specific tasks shelved books in the library, guided visitors on tours of the building, answered the phone in offices, and in other ways responded to requests of paid personnel to help them with their work. Those who chose undefined tasks responded to the statement, "We do not know whether or not retired persons can find unpaid tasks in the main lines of work of the Gerontology Center; namely, research, education, and community programs. If you want to help us find out, become a senior volunteer". This challenge was taken up

by individuals who had retired from administrative and professional positions in organizations such as school systems. Many were attracted to the Gerontology Center as alumni of the University or as members of the organizations that had helped to finance the Andrus Gerontology Center building.

As newcomers in the system, the older volunteers first asked paid personnel and students what they could do to be helpful. This inquiry tended to produce tedious tasks that no one wanted to do. The result was mutually unsatisfactory. Volunteers didn't want unrewarding jobs that paid workers were expected to do. Paid workers were not eager to have volunteers perform tasks for which pay is usually given. Tasks already within the job descriptions of paid employees are generally not available or acceptable to volunteers.

As senior volunteers became acquainted with the Center, they noted gaps in service that they could fill. One gap was in communication, both among people engaged in a diversity of activities within the Center, and between the Center and the interested public outside. A team of volunteers began to publish a monthly newsletter. This work generated several roles — editor, reporter, typist, etc. The tasks were not threatening to paid personnel since no one else was doing them. The workers could see concretely what they had achieved. Accolades from recipients of the publication gave recognition to the workers and their work. The work was interesting as the volunteers learned about the important work of the Center from the people doing the research and education. As these volunteers proved their worth to the organization through their professional, responsible behavior, and through their product, they were offered other challenging tasks. They felt that they had grown personally through these experiences. This is one example of gap filling work generated by senior volunteers that was both rewarding to them and of benefit to the organization. Other examples were a Speaker's Bureau, and the Docents-of-the-Day. The Docents were senior adults who greeted visitors and conducted spot tours, and assisted personnel of the Center with miscellaneous tasks.

Some senior volunteers came to the Center with ideas for programs they wanted to develop as was noted in an earlier chapter in relation to educational opportunities, the Journey's End film and an unusual RSVP. These are examples of volunteer initiated work that generated several

roles which were rewarding to the actors. In these instances the volunteers also stimulated organizations to modify their responses to the well articulated need of older adults.

Many senior volunteers responded to requests from research faculty and students for human subjects to participate in their studies of Aging, to become research interviewers, and to be members of committees advising research projects. Others responded to requests to be informal or formal instructors when course content was related to Aging. Still others responded to requests to help develop community programs in such areas as adult counseling, and plans for a multi-service senior center. To all of these requests, the senior volunteers had unique contributions to make. Their work complemented the work of paid and student personnel. In this important respect the requests differed from the earlier calls for help by paid staff and students.

In summary, four kinds of work were undertaken by the Andrus Center senior volunteers. Two were in response to requests by paid and student personnel, and two were on volunteer initiative. Three of the four kinds were successful; namely, tasks that complemented the work of staff, tasks that filled gaps in communication in the organization, and tasks that developed new programs. They afforded the senior volunteers the opportunity to accomplish something in doing the task, to get recognition for their achievement, to do interesting work, to take responsibility and more challenging tasks, and to grow as individuals. These tasks also helped to accomplish the central purposes of the organization. They did not compete with the work of other personnel in the setting. One kind of work was not generally successful; namely, tasks within the job load of paid or student personnel and that do not require older adults to do them. If volunteers were permitted to complete these tasks that they were requested to do, they were seldom recognized for their achievement since they were not responsible for the work. Often the work was tedious and offered little challenge. These tasks competed with paid work. Consequently, a few volunteers became paid workers, and no further effort was made to find volunteers to fill such requests. Retired persons will take and continue in volunteer (unpaid) work, if it satisfies the psychological growth needs of the individual.

Recapitulation of basic issues and principles enunciated in prior chapters relative to the volunteer, his setting and his tasks; descriptions of potential values to the individual and the organization derived from volunteer work.

6

Utilization of Older Volunteers in Organizations: Issues and Potentials

Throughout this monograph certain basic issues pertaining to the involvement of older volunteers in Andrus Gerontology Center and, by analogy, in other organizations, have been raised. Further, certain potentials inherent in the utilization of such workers have arisen. Most of these issues and potentials are related to two continuing threads: (1) the older volunteer is retired, and (2) he is unpaid in his work for the organization. In addition, certain other issues not related to these threads but pertinent to the entire matter of volunteer work have been described. This final chapter, then, addresses itself to a summary of major learnings on the interaction of older volunteer and organization which our action research has brought forth.

ISSUES

Readers of the Andrus Volunteers' story may deduce these key issues and principles in our findings:

Attitudes toward dollar compensation for work as against unpaid service are crucial to persons considering volunteer roles, to directors of organizations and to their personnel. Money as a symbol of value contrasted with intrinsic satisfaction in work itself underly basic questions for volunteer and institutions. Cultural attitudes about unpaid work will have to change in order for men and women to enjoy the deep satisfaction which volunteer service can bring. Employers who consider paid work the only 'good' work will need to attain new value insights before they will appreciate and encourage volunteers in their organizations.

Senior adults will seek out volunteer work and perform it creditably when their bio-social needs, varying skills and interests are answered in an organization. They must be given sufficient time to explore task options, to seek work which captures their interest and meets their time and energy requirements and, above all, to sense accepting attitudes among the paid staff, before they give their full commitment to volunteer work.

Organizations which demonstrate that they want and need volunteers and will adjust policy, program and setting to facilitate their work, will attract older persons for such service.

Stimulating and rewarding tasks, geared to an individual's skills and interests, and closely related to the goals of the organization, will prove to be key linkages between volunteer and the setting to which he commits himself.

There is need for recognition over the nation that educational opportunities are a continuing need of older people.

There is also a demonstrated need for national recognition of the value of volunteer work.

POTENTIALS

A senior volunteer corps capable of performing a wide range of tasks within the geographic, academic, or other community in which it functions has far-reaching potential both for the retired individuals in it and for the community. Throughout this story of the Andrus Volunteers implications of values received by both the workers and their work setting may be discerned. This monograph will conclude, then, with

a brief listing of those benefits accruing to retired persons and to the organizations which extend volunteer opportunities to them.

Older Volunteers at this Center report a variety of values which their service has brought them:

A broader, more realistic outlook on life today. This implies an opportunity to replace narrow and obsolete viewpoints on human life which may arise within an isolated old age.

Intellectual stimulation through exchange of ideas and the flexing of mental powers needed for solution of problems.

Better emotional balance achieved through warm contacts with others and opportunities to participate in worthwhile activity.

Positive social contacts resulting in new friendships, a lessening of loneliness and a sense of mutual support. Inspiration, joy, and comfort arise through contact with peers of one's own age. Peer acceptance is as much an asset for older persons as it is for adolescents.

Association with persons of several generations, as in this setting, brings mutual understanding and respect.

Physical activity involved in volunteer service is another positive aspect for seniors. Disciplining oneself to get up and out, put forth effort in the accomplishment of tasks, and use the body effectively result in improved physical strength and tone.

Attainment of a wholesome viewpoint toward retirement — a recognition that it is but one of the doors of change through which we pass in life — is another value gained through volunteer work. Redevelopment of a sense of self-worth is a major asset.

The opportunity to contribute to the correction of the present stereotype of the older person is a challenging outgrowth of volunteer experience. To help develop a 'new look' of an active, successful and optimistic older person in today's world makes volunteer service most rewarding!

For the institution which utilizes older volunteers in its program a number of values accrue:

The wisdom and skills which seniors have attained over a long life span contribute to an institution's outlook as well as efficiency.

Human values within the organization are enhanced by the presence of persons of an older generation.

Helpful services which the institutions might not be able to offer, otherwise, are contributed by older volunteers.

Improved public relations in the community are gained by an organization which includes older persons among its personnel.

SUMMARY

Mutual benefits of high value have been realized by older volunteers and the Andrus Gerontology Center. Realization of both personal and organizational goals has been achieved through the vehicle of volunteer service.

"The opportunity is ever ours, beckoning us to share in generous endeavor; to feel in a finer, truer sensitivity man's eternal struggle to make life meaningful; to live in dignity and independence; to make someone happier for our being here—these are today's heroics."

— Ethel Percy Andrus

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ANDRUS GERONTOLOGY CENTER VOLUNTEERS

Table 1. Age of the Men and Women

Age	Men %	Women %	Total %
49 - 60	14	20	19
61 - 65	14	17	16
66 - 70	14	26	24
71 - 75	44	30	33
76 and over	14	7	8
Number of Respondents	7	30	37
$\bar{X}$ Mean Age 67			

Table 2. Marital Status

Marital Status	Men %	Women %	Total %
Single - Never Married	0	19	16
Married	86	23	34
Widowed	0	39	32
Divorced	14	19	18
Separated	0	0	0
Number of Respondents	7	31	38

Table 3. Monthly Income: Comparisons by Sex

Monthly Income	Men %	Women %	Total %
$0-200	0	0	0
$201-400	0	19	15
$401-600	29	15	18
$601-800	0	15	12
$801-1000	43	19	24
$1001-1200	14	8	9
$1201-1400	0	4	3
$1401 and Above	14	19	18
Number of Respondents	7	26	33
$\bar{X}$ Mean Income	$914/mo	$858/mo	$870/mo

Table 4. Highest Educational Level Attained

Highest Educational Level	Men %	Women %	Total %
Junior High School	13	0	2
High School Graduate	0	3	3
Some College	25	20	21
College Graduate	38	17	21
Some Graduate Work	25	60	53
Number of Respondents	8	30	38

Table 5. Occupations:
Last (or Present) Occupation and Major Lifetime Occupation

		Last or Present	Major Life Time
Professional			
	Men	38	38
	Women	45	71
	Total	45	66
Business (Management-Owner)	Men	13	13
	Women	10	0
	Total	11	3
Business - General (Includes Sales)	Men	13	25
	Women	10	3
	Total	11	8
Other White Collar (Low-Middle or Paraprofessional)	Men	13	0
	Women	10	3
	Total	11	3
Secretarial - Clerical			
	Men	0	13
	Women	10	10
	Total	8	10
Laborer (Skilled or Unskilled)	Men	0	0
	Women	0	0
	Total	0	0
Other (Insufficient Information to Classify)	Men	19	13
	Women	13	10
	Total	16	11
Number of Respondents	Men	8	
	Women	31	
	Total	38	

Table 6. Types of Volunteer Activities in Which Volunteers Participated Prior to Joining the Older Volunteer Project

Activities	% of Activities Named		
	Men	Women	Total
Church	11	6	6
Humanitarian Assistance	0	17	15
Political - Civic	5	6	6
Social - Civic	63	43	46
Professional - Academic	11	8	8
Social - Other	0	10	9
Social - Artistic	0	3	3
Other	11	7	7
Number of Respondents	9	32	41
Total Number of Activities Named	19	152	171

Table 7. Volunteer Knowledge of Organizations to Assist Older Adults and Their Membership in Them

Organization		% Heard of Organization	% Member of Organization
Organizations Supporting This Center	Men	25	25
	Women	52	32
	Total	46	31
Interfaith Coalition on Aging	Men	13	0
	Women	26	3
	Total	23	3
AARP	Men	100	88
	Women	87	52
	Total	90	59
NRTA	Men	88	13
	Women	77	55
	Total	79	46
RSVP	Men	75	25
	Women	74	29
	Total	74	28
State Office on Aging	Men	38	0
	Women	42	0
	Total	41	0
Number of Respondents	Men	8	
	Women	31	
	Total	39	

Table 8. Health Scale Scores

Health Rating Score	Men %	Women %	Total %
Excellent 1-3	33	69	61
Good 4-6	33	28	29
Fair 7-9	11	0	2
Poor 10-12	22	3	7
$\bar{X}$ Score	5.8	3.5	4.0
Number of Respondents	9	32	41

Table 9. Volunteer Assessment of Their Mental Outlook:

General Mental Outlook	Men %	Women %	Total %
Excellent	63	71	69
Good	25	29	28
Fair	13	0	3
Poor	0	0	0
Number of Respondents	8	31	39

Table 10. Reasons Given By Volunteers for Joining the Older Volunteer Project

Reason	Men %	Women %	Total %
Meeting and being with people	88	68	72
Helping others	50	77	72
Learning about social work	13	16	15
Learning about society	13	39	33
Making good use of/filling spare time	62	52	54
Keeping professional or other skills alive	38	55	51
Carry on family tradition of volunteering	13	19	18
Fulfilling a citizen's duty	25	19	21
It might lead to a paid job	13	16	15
To earn a little money	0	19	15
Fulfill a religious belief	0	3	3
Other	13	19	18
Number of Respondents	8	31	39

Table 11. Older Volunteer Project Members Perceptions of the Goals of the Andrus Gerontology Center

Goal	Men %	Women %	Total %
Conduct research on aging	71	55	59
Education and/or training in the field of aging	14	37	32
Offer community service; establish project	29	22	23
Improvement of life of older persons	14	26	23
Act as information-giving body; establish center	14	19	18
Counseling; provide help and understanding; guidance	29	11	9
Other	14	19	18
Number of Respondents	7	27	34

Table 12. Andrus Gerontology Center Volunteers Perceptions of the Goals of the Older Volunteer Project

Goal	Men %	Women %	Total %
Promote goals of center; assist and support Center	67	63	64
Make better world for older person; understanding and enrichment	17	19	18
Create projects within center and/or community	0	19	15
Serve as research subjects	17	7	9
Personal enrichment of members	0	11	9
Provide public information and exert a social force	17	4	6
Satisfying use of one's time; engage in worthwhile activities	33	4	9
Other	0	22	18
Number of Respondents	6	27	33

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Figure 1

ANDRUS GERONTOLOGY CENTER VOLUNTEER PROJECT

ADMINISTRATIVE STRUCTURE
(Prior to March 31, 1974)

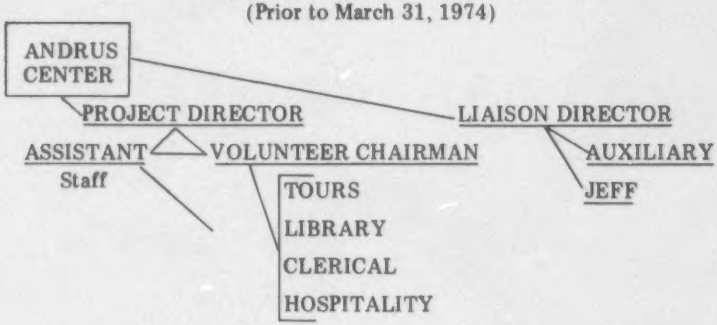


Figure 2

ANDRUS GERONTOLOGY CENTER VOLUNTEER PROJECT

ADMINISTRATIVE STRUCTURE
(April 1 - June 30, 1974)

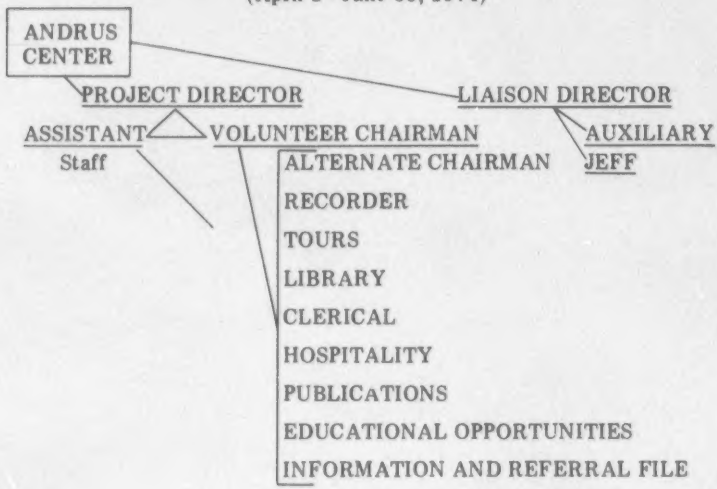
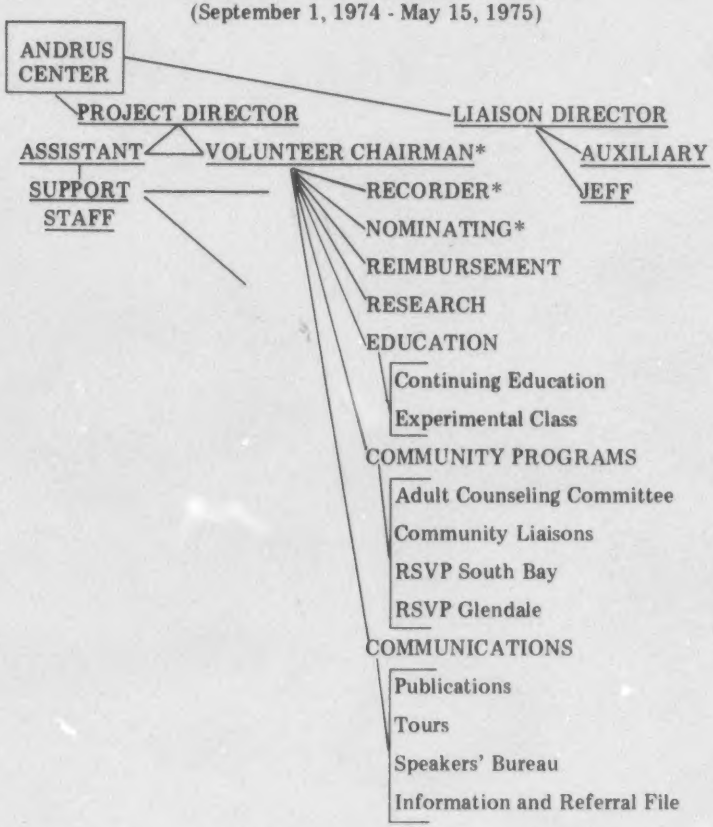


Figure 3

ANDRUS GERONTOLOGY CENTER VOLUNTEER PROJECT

ADMINISTRATIVE STRUCTURE
(September 1, 1974 - May 15, 1975)



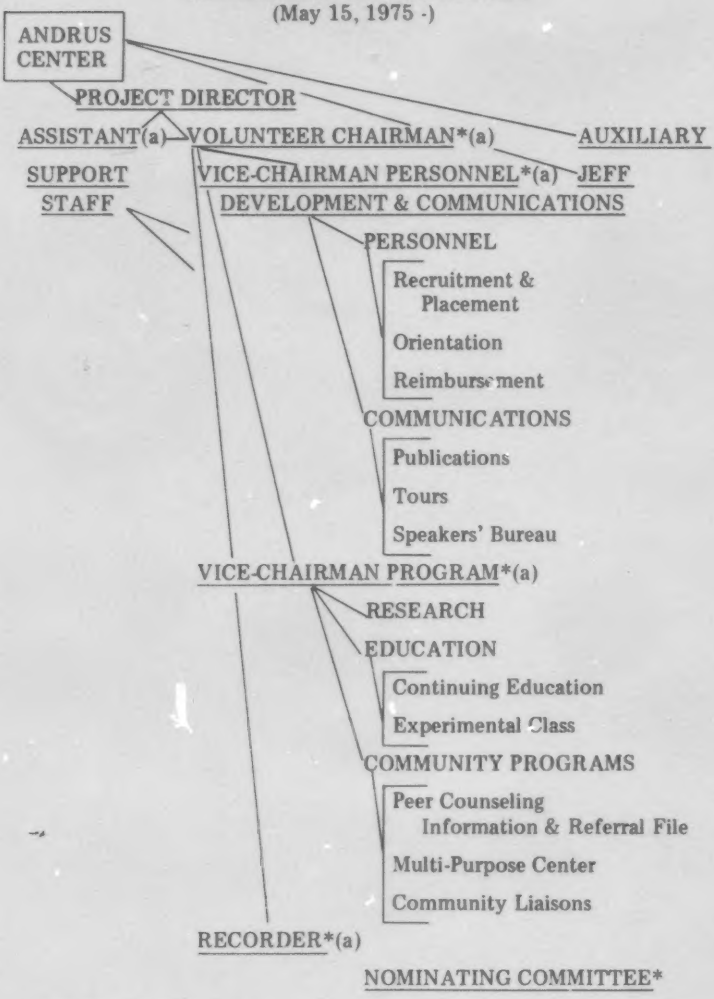
*Elected position

Figure 4

ANDRUS GERONTOLOGY CENTER VOLUNTEER PROJECT

ADMINISTRATIVE STRUCTURE

(May 15, 1975 -)

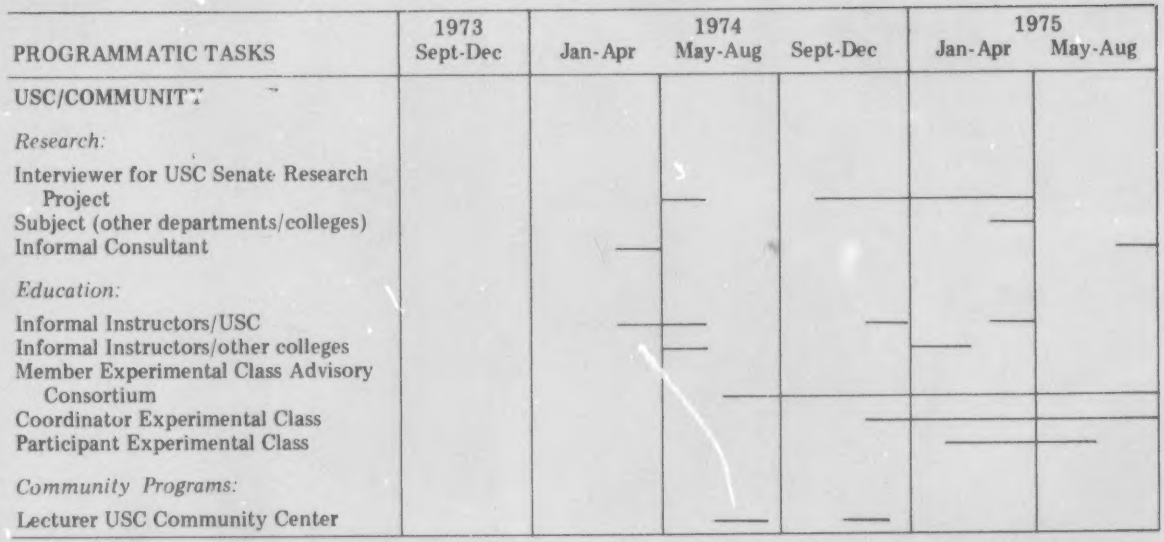


* Elected Position

a Volunteer Executive Council

Figure 5

ANDRUS GERONTOLOGY CENTER VOLUNTEER PROJECT
DEVELOPMENT OF TASKS (WORK) OVER TIME



Legend: _____Volunteer . . . . .Paid Staff

Figure 5 continued

PROGRAMMATIC TASKS	1973 Sept-Dec	1974 Jan-Apr	1974 May-Aug	1974 Sept-Dec	1975 Jan-Apr	1975 May-Aug
USC/COMMUNITY continued						
Community Programs: continued						
Juror USC Law Center					— —	
Liaison to community groups		—				
Advisor to Central City RSVP			—			
Developer South Bay RSVP			—			
Developer Glendale RSVP						
Developer of "Journey's End" Film						
Informal Consultant					—	
Communications:						
Panelist: TV/Radio		—			—	—

Legend: ——Volunteer . . . . . Paid Staff

Figure 5 continued

PROGRAMMATIC TASKS	1973 Sept-Dec	1974 Jan-Apr	1974 May-Aug	1974 Sept-Dec	1975 Jan-Apr	1975 May-Aug
ANDRUS GERONTOLOGY CENTER						
Research:						
Subject for Center studies						
Interviewer for Center studies						
Assistant Handbook/Bibliography Project						
Assistant Laboratories						
Assistant to Faculty						
Education—Continuing Education/ The Davis School:						
Student						
Instructors/Discussion Leader						
Curriculum Developer						
Member PRE Advisory Committee						
Driver Field Trip						
Assistant/clerical						
Assistant/publication materials						
Assistant/public relations						

Legend: ——— Volunteer . . . . . Paid Staff

Figure 5 continued

PROGRAMMATIC TASKS	1973 Sept-Dec	1974 Jan-Apr	1974 May-Aug	1974 Sept-Dec	1975 Jan-Apr	1975 May-Aug
ANDRUS GERONTOLOGY CENTER continued						
Education—Continuing Education/ The Davis School: continued						
Representative Davis School Dedication Committee						—
Worker Invitation list Davis School Dedication						—
Community Programs:						
Intake Worker Adult Counseling Program		—	—			—
Participant Adult Counseling Training Program						—
Peer Counselors Adult Counseling Program						—
Advisors to proposed Multi-Purpose Center						—

Legend: ——— Volunteer . . . . . Paid Staff

Figure 5 continued

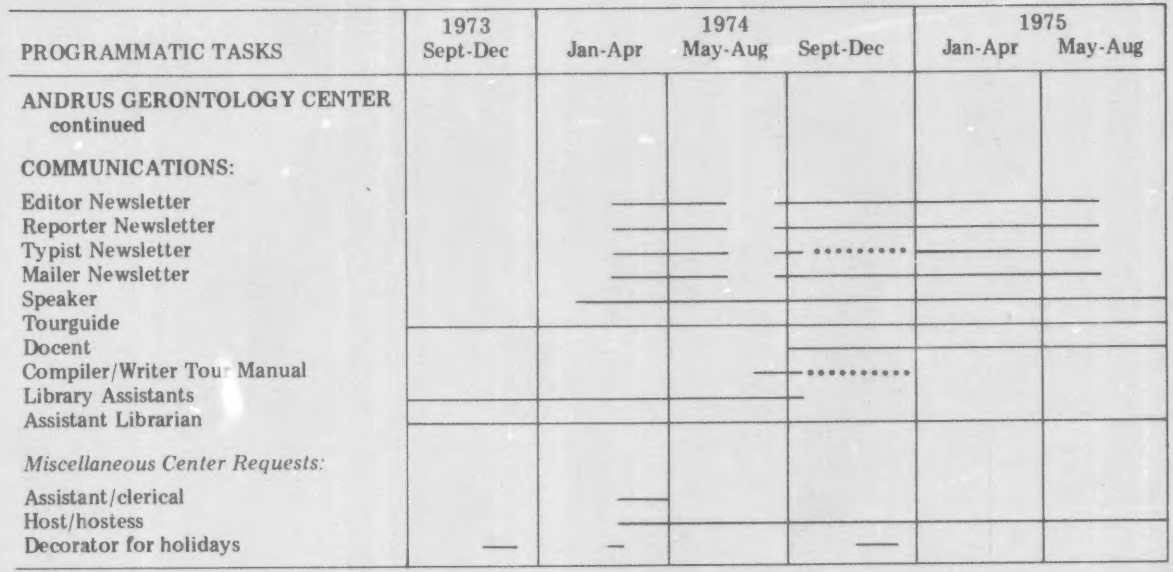
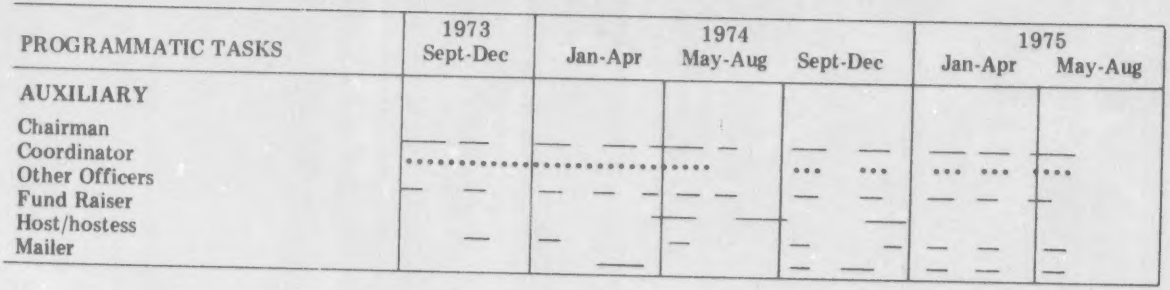


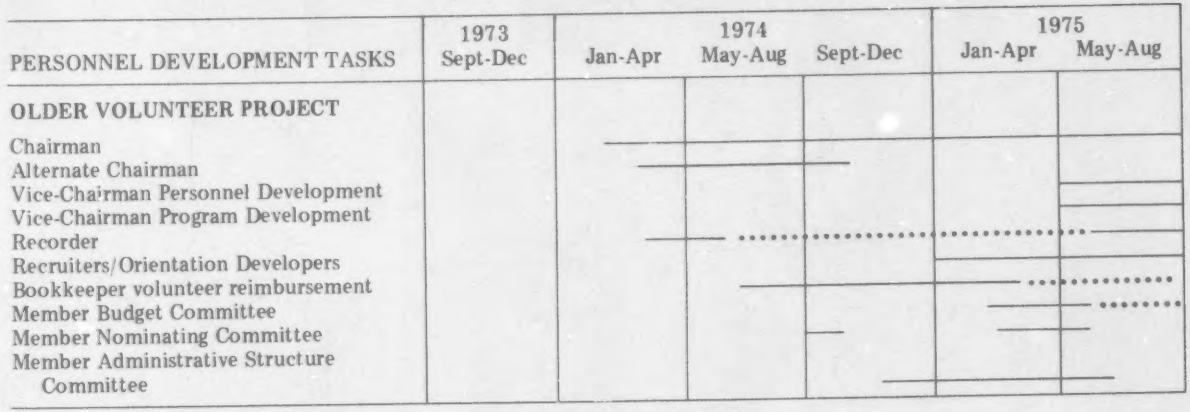
Figure 5 continued



Legend: _____ Volunteer . . . . . Paid Staff

Figure 6

ANDRUS GERONTOLOGY CENTER VOLUNTEER PROJECT
DEVELOPMENT OF TASKS (WORK) OVER TIME



Legend: _____Volunteer . . . . . Paid Staff

*See Figure 5, Programmatic Tasks: Andrus Center

Figure 6 continued

PERSONNEL DEVELOPMENT TASKS	1973 Sept-Dec	1974 Jan-Apr	1974 May-Aug	1974 Sept-Dec	1975 Jan-Apr	1975 May-Aug
OLDER VOLUNTEER PROJECT continued						
**Research:*						
Chairman Research Committee						
Co-Chairman Research Committee						
Assistant for Older Volunteer Project						
**Education:*						
Chairman Education Committee						
**Community Programs:*						
Chairman Adult Counseling Program						
Chairman Information File						
Assistant Information File						

Legend: ——— Volunteer . . . . . Paid Staff

*See Figure 5, Programmatic Tasks: Andrus Center

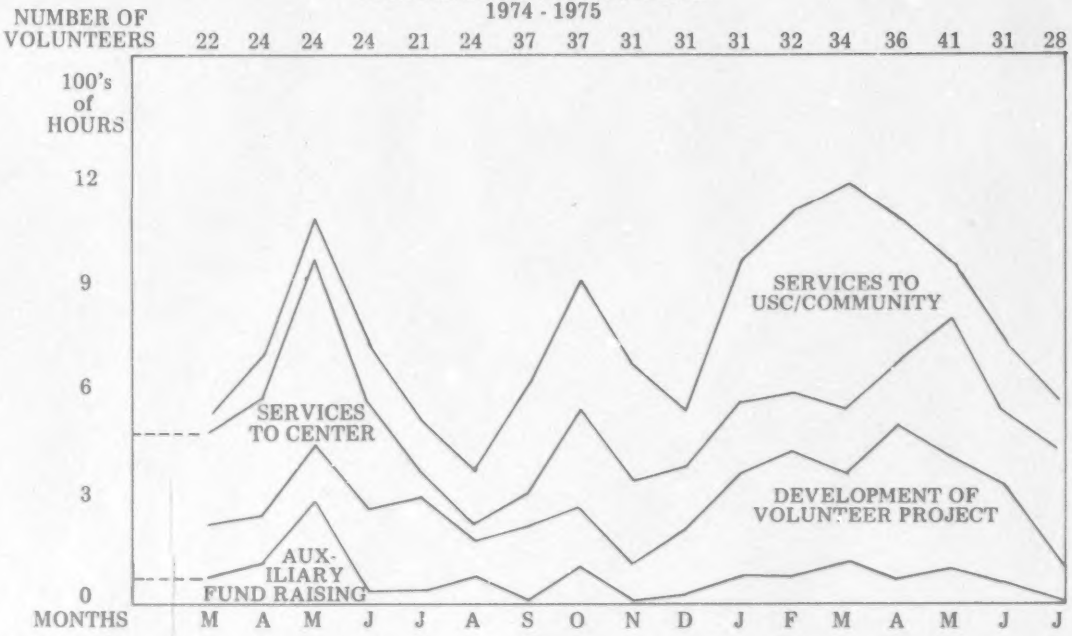
Figure 6 continued

PERSONNEL DEVELOPMENT TASKS	1973 Sept-Dec	1974 Jan-Apr	1974 May-Aug	1974 Sept-Dec	1975 Jan-Apr	1975 May-Aug
OLDER VOLUNTEER PROJECT continued						
**Communications:*						
Chairman Publications						
Editor Volunteer Handbook						
Compiler/writer Volunteer Handbook						
Member Monograph Committee						
Speakers' Bureau Chairman						
Tour/Visit Chairman						
Miscellaneous:						
Typist						
Member Hospitality Committee						

Legend: ——— Volunteer . . . . . Paid Staff

*See Figure 5, Programmatic Tasks: Andrus Center

Figure 7
ANDRUS GERONTOLOGY CENTER VOLUNTEER PROJECT
VOLUNTEER HOURS PER MONTH
1974 - 1975


NUMBER OF VOLUNTEERS
22 24 24 24 21 24 37 37 31 31 31 32 34 36 41 31 28
100's of HOURS
12
9
6
3
0
SERVICES TO USC/COMMUNITY
SERVICES TO CENTER
DEVELOPMENT OF VOLUNTEER PROJECT
AUX-ILIARY FUND RAISING
MONTHS
M A M J J A S O N D J F M A M J J

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ETHEL PERCY ANDRUS GERONTOLOGY CENTER
University of Southern California

The Gerontology Center was established in 1964 for the purpose of creating a special environment for training and research in human development and aging. In 1971 it became the Ethyl Percy Andrus Gerontology Center in honor of Ethel Percy Andrus, an alumna of University of Southern California, and the founder of the National Retired Teacher's Association and the American Association of Retired Persons.

The Older Volunteer Project, a research and demonstration study at this Center, was funded by the Andrus Memorial Foundation, NRTA/AARP.